



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	C. McSpadden,Rene Santiago, Alex Krueger,Mary Curran,Diana Zurawski, Melissa Potts-Lopez, Elvia Hernandez, Nicole Lyons, Mary Lyons,Linda Aguiire, Tania Velazquez- Sanchez, America Olmedo, Martha Arriaga	Overview CIWP, and assignment of frameworks
02/10/2016	Christine Kim,Nicole Lyons,Melissa Potts- Lopez,Tania Sanchez-Velazquez, martha Arriaga,Linda Aguirre, America Olmedo,Alex Krueger, Holly Krueger, Mary Mendoz, Diana Zurawski, Elvia Hernandez, Sandra Roman Carrion, Charles McSpadden	Review of Frameworks, discuss Framework Priorities based on scores.
02/16/2016	Melissa Potts, Nicole Lyons, Mary Lyons, Elvia Hernandez, Mary Cate Curran, America Olmedo, Linda Aguirre	Review of Framework
02/24/2016	Melissa Potts, Nicole Lyons, Mary Lyons, Nichole Silas, Elvia Hernandez, Mary Cate Curran, Paula Madden, America Olmedo, Linda Aguirre, Martha Arriaga, Diana Zurawski, Sandra Carrion, Alex Krueger, Holly Krueger, Charlie McSpadden, Rene Santiago	Review of Framework
03/02/2016	Melissa Potts, Christine Kim, Mary Lyons, Mary Curran,Diana Zurawski, Linda Aguirre, Sandra Carrion, America Olmedo, Martha Arriaga, Alex Krueger, Rene Santiago, Charlie Mc Spadden, Holly Krueger, Jessica Johnson	Finish review of Framework, set Framework priorities.
03/09/2016	Christine Kim,Nicole Lyons, Melissa Potts, Elvia Hernandez, Alex Krueger, Martha Arriaga, America Olmedo, Paula Madden, Mary Curran, Sandra Carrion, Mary Mendoza, Linda Aguirre, Charlie Mc Spadden, Rene Santiago	Reviewed grade level team priorities, looked at goals.
03/16/2016	Nichole Silas, Mary Lyons, Nicole Lyons, Christine Kim,Melissa Potts, Isamar Vargas,Alex Krueger, Holly Krueger,America Olmedo, Tania Velazquez- Sanchez, Martha Arriaga, Linda Aguirre, Diana Zurawski, Sabra Virgil-Thomas, Mary Cate Curran, Paula Madden, Jessica Johnson, Sandra Carrion-Roman, Charlie McSpadden	Discussed strategies for framework priorities
04/04/2016	Isamar Vargas, Jessica Johnson,Holly Krueger, Nicole Lyons, Melissa potts, Mary Lyons, Alexis Krueger, Martha Arriaga, Paula Madden, Sandra Carrion, Christine Kim,Rene Santiago	Revised Framework priorities. Set strategy action plan assignments amongst team.

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.

1 2 **3** 4

Instructional leadership performance is neutral at 43%. (5 Essential Survey)
 Collective responsibility performance is neutral at 55%.
 Program Coherence performance is neutral at 49%.
 CPS Framework for Teaching 4d Professional Responsibilities- teachers attending PD , bring back to school, teacher leaders share out-not consistent. Teachers meet in grade level bands at least 1 time per week.
 Teachers to provide evidence in REACH -professional responsibilities
 CPS performance standards for school leaders A1 ongoing
 CPS performance standards for school leaders A2-analysis of NWEA/ TRC data BOY/MOY/EOY
 CPS performance standards for school leaders A5- school vision and mission drive decision making reflected throughout the school year via modeling of our student vision statement consistent. We are always looking to better our school, but vision and mission are not clear to all stakeholders. Student of the Month and Citizenship- Saucedo Pride.

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	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 3 4

ILT use of agenda, calendar, protocols and minutes.
 Theory of action guides our instructional focuses. Our focus for 2014-15 was to improve coherence of writing instruction within the school.
 Knows whats going on in my classroom -Use of pre and post data.
 Based on post data professional development was provided to target area in need.
 Team meets 2-4 times a month.
 Team is made up of most grade levels. A representative from the bilingual program and special education program are also part of the team.

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:

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

Score

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Use Theory of Action to determine school's instructional practices. Lead Literacy Coach provides professional development to grade level teams in areas of academics and MTSS.
 Use of survey to provide staff feedback and inform selection of PD opportunities.
 Regular bilingual meetings relevant to linguistic needs of students.
 Mentors are assigned to most new teachers.
 Principal met with teachers at the beginning of the year to discuss Framework for Teaching.
 Collaborative practices-Low in observation of peers 62% never. (5 essential survey)
 More consistency in differentiated PD.

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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Adherence to CPS Block guidelines and time guidelines to maximize instructional time. Grades 6-8 taught by content specialized teachers. Budget is aligned to CIWP. Purchases of LLI kits, technology carts, Go Math program. Initiatives such as PBIS & 1-1 technology. Specific vendors are used to maximize savings. We are lacking in the area of obtaining grants school wide to support areas of need. Purchasing ,procedures, and handling materials are monitored by Curriculum Coordinator. Administrative Hiring Team sets clear selection criteria. Criteria, protocol for questioning present. Potential candidates are asked to model lesson. References and ratings are required and reviewed from previous schools. Teachers are strategically assigned to grade /content area based on their endorsements . A positive climate and working conditions for teaching is evident through reconstruction, conducive learning environment . Administration provides opportunities for staff growth and leadership roles. Retention rates of staff needs improvement.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.

- Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Each grade-level follows the CPS framework planning guide and the Common Core State standards to develop comprehensive unit plans. We also follow WIDA standards. Within these units, teachers use a wide range of texts that expose students to rigorous grade-level content. With the use of NWEA, TRC, ACCESS, and Dibels data, teachers develop weekly lesson plans and assessments to meet the needs of their learners. Teachers also plan daily Interventions to ensure that struggling learners are able to gain core content knowledge and skills with the support necessary. Teachers meet weekly with their grade levels to vertically and horizontally plan. Math is the only school wide curriculum and we are in need of a supplemental language arts and social studies materials. The curriculum is being modified for diverse learners through collaboration of the general education teacher and the special education teacher. Accelerated reading and algebra programs are offered for 7th & 8th grade.

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:

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

Score

1 2 3 4

Saucedo practices the Balanced Literacy Approach, and therefore, teachers utilize anchors texts, shared readings, leveled classroom libraries, a school leveled book room, and novels to teach objectives aligned to the Common Core State standards, WIDA Standards and Spanish Language Arts Standards. Teachers also implement Leveled Literacy Intervention program (LLI), which provides leveled reading instruction for small group instruction and Diverse Learner support. Teachers also implement Raz Kids, Read Theory, and Words Their Way for small group instruction and reading support. Math instruction and intervention is supported by the Go Math series. Teachers also implement IXL, Khan Academy, AAA math for small group instruction and Diverse Learner support. Students have access to all online support from their homes too. To support The Next Generation Science standards in classroom instruction, grade levels implement FOSS kits, BrainPop Jr, and Flocabulary. Supplemental curriculum such as Times, Scholastic News, Social Studies Weekly and Science Spin is used but not provided by the school. In order to support students in meeting their grade level writing standards, teachers implement Lucy Calkins writing curriculum across grade levels. In order to support social emotional development outside sources are implemented into the classroom such as Mindful Practices, City Year, Organ Wise, and Safe Route. Grade levels have different types of technology to be implemented into classroom instruction such as: Chromebooks, iPads, and lap tops. Students have access to a school library.

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	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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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Grade Levels meet weekly to analyze student data and authentic work. Grade level teams create pre-assessments prior to each comprehensive unit to assess student background knowledge and determine individual student readiness for next learning standards. In previous years the Instructional Leadership Team has conducted walkthroughs to observe student engagement and learning in classrooms. The ILT has collected and analyzed student work from each grade level to determine the amount of student growth. The ILT team has analyzed grade level comprehensive teaching units and level of rigor in student performance task and assessments. Data meetings are held with administration to analyze student data and identify areas of weakness and brainstorm strategies to support varying levels of student 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

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

1 2 **3** 4

and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Counselors host a high school fair yearly for middle school students. Saucedo implements City Year for real world preparation through social, emotional, and educational support. A computer-based program called *What's Next Illinois, which is a web based high school, college, and career planning tool, has been used in middle school at Saucedo. Students are able to complete a variety of high school, college and career exploration and access activities from 6th grade through high school. Yearly, 6th-8th grade students have the opportunity to take a field trip to view a college campus.

Counselors also assist 8th Graders and their parents with the following activities:

1. After school meetings to discuss and offer support for the High School Enrollment Process.
2. Opportunities for parents to meet individually with counselors during the school day
3. Weekly meetings with 8th graders (counselors rotated between the 4 core subjects and Special Education Pull Out) describing the type of high school programs, how to navigate the Enrollment Process, ways to match a high school that will prove to be a good fit, how to write the Application Essay, how to complete the paper applications, the type of high school program that will complement post secondary selections.
- *4. Implement Naciance, a college and career readiness program that connects academic achievement to post-secondary goals.
5. A targeted group of 26 8th graders are exposed to a high school and college cultures. Leadership development, character development and academic development. The program is Alpha Omicron Omega Fraternity and Alpha Omicron Upsilon Sorority.

At the 7th grade level Ms. Thomas will be meeting with students and parents to begin the process of informing the parents and students about the high school application process.

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	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

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Saucedo teachers use Common Core State Standards (CCSS) to guide their classroom instruction. All unit and daily lesson plans written by most teachers include the related CCSS that are addressed within the unit/daily lesson, however not all teachers are able to articulate this type of planning. Some teachers also display the CCSS that correspond with the lesson in the classroom for students to refer off of. Most teachers present and state instructional objectives within their instruction to provide students with relevance of their learning. Most unit plans include the enduring understandings and essential questions addressed within that unit. Within the bilingual classrooms, WIDA standards are integrated in daily lessons to build on students' language development and understanding of content. Appropriate modification and accommodations are often made to instruction to meet the individual needs of diverse learners. According to 2015-2016 REACH observation trends from 8/5/15-2/5/16, out of the 55 teachers at Saucedo, 61.82% are distinguished in instruction, 36.36% are proficient, and 1.82% are basic. 0% of teachers are unsatisfactory in this domain. Out of the 4 domains assessed on the REACH observation, Saucedo teachers received the lowest percentage of distinguished scores in instruction, domain 3. This information indicates that there is room for further development in the area of instruction. However, overall the majority of Saucedo teachers are providing instruction at a distinguished level (61.82%). Even more notable is that 98.18% of Saucedo teachers are providing instruction at a proficient or distinguished level. For the teachers who seek to further develop their instructional skills, the administration and curriculum specialist often send out professional development opportunity information to staff as supplemental support so that teachers are aware of how to further build their instructional skills. Saucedo provides teachers with professional development learning opportunities throughout the school year during Flex Days and school improvement days. The skills addressed in professional developments given by Saucedo are highly encouraged to be incorporated into daily lessons as demonstrated in data result from The 5Essentials Full Report.

According to The 5Essentials Full Report, instructional leadership scored a neutral level. The data results reflect how well the school leadership team sets high standards for teacher and student learning. The 2015 data results state that 69% of the teachers reported that they feel that a member of the school leadership team knows what is going on in their classroom. 76% reported that a member of the leadership team provides them with useful feedback to improve their teaching. 76% of Saucedo teachers stated that a member has provided them with the support they need to improve their teaching and 89% feel that a member of the leadership team presses teachers to implement what they have learned in professional development. Therefore, data results indicate because a high percentage of teachers feel that members of the leadership team have provided them with useful feedback in regards to their instruction before and have provided the resources they need to improve their teaching when given that information, that members of the leadership team can work towards involving themselves in more daily instruction.

The 5Essential Full Report data results assessed Saucedo's overall collaborative practices. Collaborative practices include teachers observing each other's practice and how well they work together to review assessment data and develop instructional strategies. Collaborative practice correlates closely with the quality of instruction being provided to students. Data results range from a high percentage of positive results to a lower percentage of positive results from the four sub-categories within the collaborative practices component. When Saucedo teachers were asked whether or not they have observed another teacher's classroom to offer feedback, 37% of the staff stated that they have observed another teacher once or twice (22%), 3-9 times (9%) and 10 or more times (6%). The majority of the staff (62%) indicated they have never observed another teacher's classroom to offer feedback. Saucedo should emphasize and provide more opportunity for teachers to observe their colleagues to assist in bettering instruction. A higher percentage of teachers have observed another teacher's classroom to get ideas for their own instruction (64%). 38% have observed once or twice, 13% have observed 3-9 times and 13% have observed 10 or more times. There are other collaborative practice Saucedo teachers a performing at even higher percentages to work towards improving instruction. 94% of teachers have gone over student assessment data with other teachers to make instructional decisions (19% once or twice, 45% 3-9 times, 30% 10 or more times). Saucedo teachers are also participating in is working with other teachers to develop materials or activities for particular classes. 98% of the staff stated they have participated in the collaborative practice (9% once or twice, 36% 3-9 times, 44% 10 or more times). Overall, Saucedo has made progress over the past 4 years in terms of collaborative practices, but should continue to work towards improving this areas as collaborative practices lead to higher level of instruction.

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	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	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	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; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

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Saucedo teachers use small group instruction and individualized interventions to accommodate students who are struggling. Some teachers have morning RtI (MTSS) math and reading interventions 2 days a week for an hour and after school interventions. Teachers progress monitor data to track student response to intervention. Teachers adjust interventions as needed and use the LLI kits for interventions in reading and teachers also use Go Math for math interventions. The ELD teacher provides additional support for EL (ELL) students. Honors classes are provided to challenge students who are above level in reading or math. Teachers receive data when students are chronically absent and are encouraged to call home and speak with parents/guardians. Individual teachers send home notices regarding homework, D/F grades and low reports in class. Parents are offered training to utilize the Parent Portal, and are given access to student grades. Parents are encouraged to monitor their child's progress regularly.

Saucedo uses NWEA, TRC, Dibels, and Mclass universal screening data as well as classroom observations to identify students in need of Tier 2 and 3 supports. Teachers hold meetings with MTSS coordinator to place students on MTSS. Individual teachers maintain MTSS folders and provide Tier 2 and 3 supports. Teachers check in with MTSS coordinator quarterly to monitor student progress and adjust interventions as needed. MTSS coordinator collaborates with the Special Services team to determine if an FIE is required.

There is a Tier 1 SEL school-wide approach. As a result, there are little behavioral infractions school-wide.

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	<ul style="list-style-type: none"> 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

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There is a school-wide policy for how to weight grades. For example, all teachers are instructed to weight homework 5%, tests and projects 45%, classwork 35%, and class participation 15%. K-5 teachers BAS test all students multiple times per year. Middle school teachers BAS test students on rti. ELL students take the ACCESS test for the school to identify which students need academic supports around language. There was one pd session this school year on backwards design, using Understanding By Design. Writing teachers use Smart Balance rubrics to standardize writing assessments. There are not schoolwide rubrics for all content areas or classroom activities, but some teachers create rubrics in student-friendly language and promote student self-assessment. Teachers progress monitor data to track student response to intervention. Teachers adjust interventions as needed. The school has an assessment calendar for the distribution of progress reports, report cards, and the two report card pick-up days per year.

All diverse learners have a modified grading scale per their IEP.

Add: DOK Questioning statement, Performance assessments, ILT reviews Unit Plans to measure rigor, etc.

- 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	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ 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

Teachers create units in Language Arts, Science, Social Studies, and Mathematics that provide students the opportunities to create, explain, explore, problem-solve, and analyze real world situations with high expectations for all students.

Teachers create a safe and caring environment where students work independently and cooperatively developing on each other's ideas and use rubrics to peer and self-assess their work.

Teachers post content and language objectives in the classroom.

Teachers learn the goals of special education students and make modifications to the assignments and assessments to help them be part of the class.

Bilingual teachers translate materials in native language for new comers.

Staff members model appropriate behavior around students. Staff members are respectful in communicating the goals and assignments to students.

Teachers support each other and work together to create units or edit their units to best fit the needs of their students.

Teachers create a structure student-led environment by including students in creating schedules, classroom jobs, and classroom management.

Bulletin boards demonstrate authentic student work.

There are high attendance rates in all grade levels (97%)

Teachers provide interventions in the morning & homework help after school.

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

Score

1 2 3 4

the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Saucedo has very low mobility which helps create a strong bond between students and staff members. Staff members really get to know the students and their families.
 Staff members collaborate well with their teams yet need more time to collaborate with other grade level teams. At Saucedo, we have tried vertical articulation in the past to help develop the fluency between grades from Pre-K to 8th grade.
 At Saucedo, we hold monthly union meetings and quarterly support for Reach evaluations.
 According to the 5 Essential Survey, Teacher-to-Teacher trust is consider "Weak" at 22%.
 According to the 5 Essential Survey, Principal-to-Teacher trust is consider "Very Weak" at 10%.
 City Year's commitment to students' emotional and social well-being in addition, to academic support.
 Groups of teacher have applied and have been given grants for Study Groups.

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

Saucedo has several sports available before and/ or after school, such as soccer, volleyball, basketball, track & field, flag football, pom-poms, swim team, Student-Staff Competitions, Middle School Dances (6-8th grades). Saucedo hosts outside organizations such as Girl Scouts, Girls on the Run, marching bands, & Junior Achievement from Farragut H.S. ROTC students, Social-Emotional Learning, U of I Nutrition Education, Hubbard Street Dance, Looking Glass Theatre, City Year (Debate, Homework Help, Motivational Assemblies, etc.) and Mindful Practices.

Saucedo also offers a Band Program led by the music teacher. Music classes are offered to grades. The band has three performances every school year; Winter Concert, Pops Concert, & Spring Concert. The band also participates in the CPS Solo and Ensemble Contest, the CPS Elementary Band Contest, and the State Band Competition (IGSMA). Lastly, the band has participated in the Chicago Jazz Festival, Saturday programs at Kelly High School, and Jazz Institute of Chicago.

Saucedo has two Student Councils; K-4 and 5-8. The student councils are led by the students and supported by two teachers. They incorporate events throughout the school year such as Spirit week, talent show, integrate different strategies for students to feel included

Students in grades 6-8 are invited to participate in their IEP meetings.

All students are invited to participate in parent-teacher conferences and progress report conferences.

Students participate in Read aloud day, Kiddie Carnival, Reading Night,

Older students team up to collaborate and interact with younger students in read-a-louds, art activities, etc

Saucedo has created the Gay Straight Alliance (GSA) for students and has open its doors to conversations.

Students in grades 6-8 complete the My Voice My Survey.

Saucedo offers Algebra class with a 100% passing rate every year. It also offers accelerated reading in 7th and 8th grades.

After school Tech Crew composed of students and one teacher.

In Pre-K, educational parent-child activities three times a year.

Saucedo students are able and encourage to take a stand in school and community issues.

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	✓ 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

according to My Voice Survey, 76% of all students feel safe and secure in the hallways and bathrooms. 89% of students feel safe and secure in classrooms. The school has newly installed cameras throughout the building. There are now three security guards and one CPD officer in the building. There are also two metal detectors in the building. The school implements mandated bus evacuation drills once or twice a year. The school implements mandated fire and tornado drills. Classrooms have posters with clear directions of where to go in case of a drill. Procedural practices in place for lockdowns. Students are supervised in the playground in the mornings by staff. During inclement weather students are supervised in the auditorium. All doors are locked at all times. A doorbell and a camera is used to let visitors in. Visitor sign in the front desk and must have a pass to be in the school building. Teachers maintain routines and order in the classroom and hallways between transitions. There is supervision by teachers during transition of classes for upper grades. We still have to improve security between the two schools. Students are required to have clear book bags in all grade levels. Students in grades Kindergarten to 5th wear blue and white uniforms, 6th -8th graders wear different color polo shirts. In pre-k classrooms discipline is applied in a positive way where the focus is to help the student have internal control to help change their behavior. Counselors provide secure and safe small or one-on-one guidance. GSA alliance meets monthly.

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	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
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:

Score

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

1 2 3 4

A Discipline Committee was created to help with uniform policy, cellphone policy, and detention, but there was no follow up meetings. Saucedo PRIDE has been implemented since last school year to promote positive behaviors among students with monthly incentives of Student of the Month and Student with Good Behavior. Families are invited to a ceremony. Teachers create their own incentives in the classrooms. Saucedo used MTSS for academic concerns but also for behavior, social, and emotional growth. Saucedo has two counselors and one social worker to help students with behavior, social, and emotional issues. We have City Year to help support with behavior.

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	
Suggested	✓ 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

Saucedo hosts Bilingual Family Night, Christmas Sing –along, awards assembly every semester, & Hubbard Dance Street Sharing.
 BAC, NCLB, LSC, & Wellness Committee
 Parent workshops and meetings throughout the school year
 Saucedo holds an Open-House, 2-4 Parent-Teacher Conferences, progress reports conferences, data informational meetings, Home visits provided by counselors and social worker.
 Teacher led parent workshops.
 Saucedo provides communication in English and Spanish. Announcements are sent through robo-calls in both languages. Notes are sent home in both languages as well. A monthly calendar with activities is sent home in both languages.
 Parents have a choice in receiving their child's report card in their native language. There are over ten available translators for parents who do not speak English during school hours.
 Saucedo hired a community representative full-time to help parents with various services.
 Saucedo has an active LSC and parents are encouraged to participate in elections.
 Teachers write Newsletters or classroom websites to communicate with parents and students. Saucedo has a school website, that needs to be more regularly updated. Teachers communicate with parents through various agents, such as notes, phone calls, texts, email, REMIND, CLASSDOJO, etc.
 Agendas for upcoming meetings are posted on doors.
 According to the Five Essentials category parent outreach is weak at 31%.
 Occasional parent coffee with the Principal. Parents have the opportunity to communicate , and express concerns.

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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
1	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
1	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗

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				
We are preparing our students for success beyond high school. More than 90% of our students are native spanish speakers.	89.00	93.00	95.00	97.00
National School Growth Percentile - Math				
We need to ensure that our students are consistently showing attainment necessary to be on track for high school based on high school expectations.	87.00	88.00	90.00	93.00
% of Students Meeting/Exceeding National Ave Growth Norms				
We have to prepare students to be able to compete with other students in other states, and within global economy.	65.00	(Blank)	70.00	75.00
African-American Growth Percentile - Reading				
The number of African American students is below 10%.	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
We are striving to close the achievement gap within Spanish native speaking students.	89.00	93.00	95.00	97.00
English Learner Growth Percentile - Reading				
We are striving to close the achievement gap within Spanish native speaking students.	(Blank)	98.00	99.00	99.00
Diverse Learner Growth Percentile - Reading				
We are preparing our Diverse Learners to reach their potential, based on their strengths and supporting their ares of growth.	17.00	99.00	99.00	99.00
African-American Growth Percentile - Math				
The number of African American students is below 10%.	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
We are preparing students to compete in the global economy to promote math & science because these are skills that are in high demand.	90.00	87.00	90.00	93.00
English Learner Growth Percentile - Math				

If we create a vertically and horizontally aligned scope and sequence for a reading spiraled curriculum

each grade level will have a year-long scope and sequence that maps out what Common Core State and WIDA Standards teachers should teach and in what order they should be taught. We will also see a curriculum that integrates different content areas with consistency in instruction in foundational and language standards.

teachers who work collaboratively and effectively together to provide consistent instruction in all classrooms. This will begin to close achievement and opportunity gaps in our school. a growth in deficient skills. (foundational and vocabulary)

Tags:
Curriculum

Area(s) of focus:
1

Action step	Responsible	Timeframe	Evidence for status	Status
Meet horizontally in grade level teams.	grade level teachers	Aug 22, 2016 to Jun 19, 2017	Horizontal scope and sequence across grade levels.	Not started
Curriculum				
Meet in vertical grade bands.	grade level teachers	Aug 22, 2016 to Jun 19, 2017	Scope and sequence vertically aligned.	Not started
Curriculum				
Provide differentiated training on Backwards Design and authentic performance tasks.	Curriculum Coordinator and ILT grade level lead	Aug 22, 2016 to May 31, 2017	Grade Level Units with daily learning activities and authentic performance tasks.	Not started
Curriculum				
Build a professional learning culture where structures are in place to allow for teacher collaboration in which teachers articulate and build upon each other's understanding of student expectations (CCSS)	Administration ILT grade level leads & grade level teachers	Aug 22, 2016 to Jun 19, 2017	Teachers developing units of instruction and performance tasks aligned to the Common Core State Standards and using a Continuous Improvement process to measure quality and fidelity of implementation	Not started
Curriculum				
Create a backwards design template in a google doc for teachers to follow for unit planning	ILT	Apr 1, 2016 to Jun 20, 2016	Grade level unit plans analyzed using rubric	On-Track
Curriculum				
Create a matrix aligning standards from the grade level before and after for vertical planning that will provide teachers with a clear understanding of students' prior knowledge, what they should master, and where they need to be	ILT	Apr 1, 2016 to Jun 20, 2016	Rubric Vertically aligned scope and sequence	On-Track

Curriculum

Strategy 2

If we do...

...then we see...

...which leads to...

If we implement research based instructional strategies with fidelity

consistency in classroom instruction across grade levels

higher level of student engagement and student mastery of learning standards.

Tags:
Instruction

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status
Provide professional development for teachers on research based instructional strategies proven to be effective in the classroom	Curriculum Coordinator	Aug 22, 2016 to Jun 19, 2017	.Teachers delivering content using research based strategies. Evidence will be collected during walk through conducted by the ILT using a Rubrics.	Not started

Instruction

Provide professional development on the use of questioning and discussion techniques in the classroom.	Curriculum Coordinator	Aug 22, 2016 to Jun 19, 2017	Learning Walks	Not started
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Instruction

Schedule and implement peer observations to support instructional strategies.	Administration, Curriculum coordinator, and classroom teachers	Sep 5, 2016 to Jun 19, 2018	Peer observation graphic organizer	Not started
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Instruction

Support teachers on scaffolding instruction to ensure all learners are engaged in complex tasks.	Curriculum Coordinator ILT	Sep 5, 2016 to Jun 18, 2018	Learning walks Scaffolded lesson plans	Not started
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Instruction

Introduce and model conversation starters in the classroom	classroom teachers	Sep 5, 2016 to Sep 26, 2016	Rubric for participation and speaking	Not started
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Instruction

Strategy 3

If we do...

...then we see...

...which leads to...

If we follow through with an established school wide academic and discipline plan

Clear, defined protocols and restorative practices in the classroom. Tier 2 and Tier 3 interventions for all students with affectice needs.

an increase in student growth and attainment and an increase in the number of students being removed from the MTSS roster.

Tags:
MTSS

Area(s) of focus:
3

Action step	Responsible	Timeframe	Evidence for status	Status
Create a clearly defined protocol for students entering MTSS	MTSS Facilitator Grade level teams	Aug 22, 2016 to Sep 5, 2016	Consistency within the grade levels, and concrete process to identify students.	Not started

MTSS

Establish an MTSS committee made up of the literacy coach, bilingual coordinator, special education teacher, and counselor	MTSS Facilitator Administration	Sep 19, 2016 to Oct 3, 2016	students who are not making adequate grade level growth are properly identified	Not started
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MTSS

Provide professional development for staff on MTSS protocol.	Curriculum Coordinator & MTSS Facilitator	Oct 17, 2016 to Nov 1, 2016	Teachers having the necessary tools to implement interventions in a constant manner and collect data.	Not started
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MTSS

Review MTSS protocol throughout the year during grade level team meetings. .	MTSS Facilitator & Grade level teams	Nov 14, 2016 to Oct 23, 2017	MTSS protocol checklist	Not started
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MTSS

Create a bank of behavior interventions, and vertical team meetings to discuss MTSS students.	Counselors	Sep 5, 2016 to Sep 4, 2017	Decrease in behavior referrals.	Not started
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MTSS

Create a bank of Language Arts interventions targeting reading fluency, accuracy, and comprehension.	ILT Classroom Teachers Special Education teachers Curriculum Coordinator/ MTSS Facilitator	Sep 5, 2016 to Jun 18, 2018	Teachers having the necessary tools to implement interventions in a constant manner and collect data. Increase in number of students meeting or exceeding grade level standards.	Not started
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MTSS

Create a bank of Math interventions to support students	Classroom Teachers Math committee Special Education teachers	Sep 5, 2016 to Jun 18, 2018	Teachers having the necessary tools to implement interventions in a constant manner and collect data. Increase in number of students meeting or exceeding grade level standards.	Not started
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MTSS

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Meet horizontally in grade level teams. Tags: Curriculum, Curriculum	grade level teachers	Aug 22, 2016	Jun 19, 2017	Not started
+ Meet in vertical grade bands. Tags: Curriculum, Curriculum	grade level teachers	Aug 22, 2016	Jun 19, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide differentiated training on Backwards Design and authentic performance tasks. Tags: Curriculum, Curriculum</p>	Curriculum Coordinator and ILT grade level lead	Aug 22, 2016	May 31, 2017	Not started
<p>✚ Build a professional learning culture where structures are in place to allow for teacher collaboration in which teachers articulate and build upon each other's understanding of student expectations (CCSS) Tags: Curriculum, Curriculum</p>	Administration ILT grade level leads & grade level teachers	Aug 22, 2016	Jun 19, 2017	Not started
<p>✚ Create a backwards design template in a google doc for teachers to follow for unit planning Tags: Curriculum, Curriculum</p>	ILT	Apr 1, 2016	Jun 20, 2016	On-Track
<p>✚ Create a matrix aligning standards from the grade level before and after for vertical planning that will provide teachers with a clear understanding of students' prior knowledge, what they should master, and where they need to be Tags: Curriculum, Curriculum</p>	ILT	Apr 1, 2016	Jun 20, 2016	On-Track
<p>✚ Provide professional development for teachers on research based instructional strategies proven to be effective in the classroom Tags: Instruction, Instruction</p>	Curriculum Coordinator	Aug 22, 2016	Jun 19, 2017	Not started
<p>✚ Provide professional development on the use of questioning and discussion techniques in the classroom. Tags: Instruction, Instruction</p>	Curriculum Coordinator	Aug 22, 2016	Jun 19, 2017	Not started
<p>✚ Schedule and implement peer observations to support instructional strategies. Tags: Instruction, Instruction</p>	Administration, Curriculum coordinator, and classroom teachers	Sep 5, 2016	Jun 19, 2018	Not started
<p>✚ Support teachers on scaffolding instruction to ensure all learners are engaged in complex tasks. Tags: Instruction, Instruction</p>	Curriculum Coordinator ILT	Sep 5, 2016	Jun 18, 2018	Not started
<p>✚ Introduce and model conversation starters in the classroom Tags: Instruction, Instruction</p>	classroom teachers	Sep 5, 2016	Sep 26, 2016	Not started
<p>✚ Create a clearly defined protocol for students entering MTSS Tags: MTSS, MTSS</p>	MTSS Facilitator Grade level teams	Aug 22, 2016	Sep 5, 2016	Not started
<p>✚ Establish an MTSS committee made up of the literacy coach, bilingual coordinator, special education teacher, and counselor Tags: MTSS, MTSS</p>	MTSS Facilitator Administration	Sep 19, 2016	Oct 3, 2016	Not started
<p>✚ Provide professional development for staff on MTSS protocol. Tags: MTSS, MTSS</p>	Curriculum Coordinator & MTSS Facilitator	Oct 17, 2016	Nov 1, 2016	Not started
<p>✚ Review MTSS protocol throughout the year during grade level team meetings. , Tags: MTSS, MTSS</p>	MTSS Facilitator & Grade level teams	Nov 14, 2016	Oct 23, 2017	Not started
<p>✚ Create a bank of behavior interventions, and vertical team meetings to discuss MTSS students. Tags: MTSS, MTSS</p>	Counselors	Sep 5, 2016	Sep 4, 2017	Not started
<p>✚ Create a bank of Llanguage Arts interventions targeting reading fluency, accuracy, and comprehension. Tags: MTSS, MTSS</p>	ILT Classroom Teachers Special Education teachers Curriculum Coordinator/ MTSS Facilitator	Sep 5, 2016	Jun 18, 2018	Not started

District priority and action step	Responsible	Start	End	Status
+ Create a bank of Math interventions to support students Tags: MTSS, MTSS	Classroom Teachers Math committee Special Education teachers	Sep 5, 2016	Jun 18, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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.

Parents will meet to vote for officers and monthly topics at the beginning of the year. Community will be invited to participate in these meetings monthly.

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

Our annual Principal Meeting will be held on 9/29/2016 and our organizational meeting will be held on 9/29/2016.

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.

Principal will host a data night and present the state of the school before the end of October. Parents will be notified via letter and phone blast. It will be posted on school website.

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.

Through all committees and coffee with the Principal, parents will be encouraged to provide suggestions for school improvement.

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.

School will host data night and Open House to discuss academic expectations. School sends ACCESS reports in the fall and via US mail for all students that were tested.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents will be provided with the highly qualified letter at the beginning of the school year.

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.

Through data night, Open House, NCLB beginning of the year meeting, parent committee meeting, coffee and with the principal, and parent portal.

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.

Through data night, Open House, NCLB beginning of the year meeting, parent committee meeting, coffee and with the principal, and parent portal.

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.

This will be accomplished through the development of a parent committee that work collaboratively to assist teachers which will result in student support.

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.

This will be accomplished through

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

All literature sent home will be in both Spanish and English. The school website is also in both Spanish and English. All phone blasts are in both Spanish and English. All parent letters sent home are in both English and Spanish. The monthly calendar is in both English and Spanish. All assemblies and meetings are in both English and Spanish.

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.)

Based on school data, teachers will identify their need of professional development on researched based powerful practices to target student needs. The school will provide high-quality curriculum and instruction by implementing a comprehension instructional program aligned to the Common Core State Standards that develops student's diverse abilities. Students will engage in learning in student-centered classrooms.

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.

School will hold a parent teacher conference first quarter on November 9, 2016 and third quarter on April 19, 2017. Throughout the school year teachers' will hold parent teacher conferences as needed. Every 5 weeks parents will receive an updated progress report for their child.

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 have access to parent portal on a daily basis to monitor student progress. Parents will receive an updated progress report every 5 weeks.

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

Staff are available before school, after school, and on resource to meet with parents on a daily basis. Meetings can take place in classrooms, common meeting areas, or principal's office. Both parents and teachers can request meetings as needed.

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.

Parents may volunteer in classrooms on a daily basis. Parents can volunteer on field trips.

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

Parents will assist students with their homework. Parents can check parent portal and meet with the classroom teacher for strategies to implement at home to help student progress. Parents sign student agenda. Teachers use Class Dojo, Remind, Weebly, Google Classroom, email, parent portal, weekly folders, and newsletters to communicate continuously with parents.

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

Parents will participate academic meetings such as MTSS, Special education referrals, IEP meetings, and bilingual meetings discussing the student's academic progress. These meetings will take place at the school.

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 receive monthly incentives for showing positive attitude. Each month all teachers will pick a student of the month to honor. This student is someone who is responsible, respectful, and prepared each day for school. There will be quartley award assemblies to acknowledge students of academic achievement and perfect attendance. These different activities will motivate students to try their best assuring academic acheivement.

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 increast student academic achievement through parental involvement; specify your goals.

To give the parents the training and the information needed to support children at home with math, reading, science and homework.

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.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 169 .00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1065	.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)	\$	6000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	650	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00