John H Vanderpoel Elementary Magnet School (/school-plans/449)  /  Plan summary

# 2016-2018 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------|-------------|-------|
| 03/10/2016 | Banks, Lewis, Tucker, Rodriguez, Taylor | School Excellence Framework, School Priorities |
| 02/19/2016 | Vanderpoel Staff, Rodriguez, Banks | School Excellence Framework |
| 04/09/2016 | Page, Lewis, Banks, Rodriguez | School Excellence Framework, School Priorities |
| 04/08/2016 | Banks, Rodriguez, Lewis, Taylor, Tucker | School Excellence Framework, School Priorities, Goal Setting |

| 04/14/2016 | Banks, Lewis, Lake, Tucker | School Excellence Framework, School Priorities and Evidence |
| 04/19/2016 | Banks, Lewis, Rodriguez | School Priorities, Goals, Strategy |
| 04/25/2016 | Banks, Rodriguez, Lewis | School Priorities, Goals, Strategy |
| 05/05/2016 | ILT/Staff | School Priorities, Goals, Strategy |
| 05/10/2016 | Local School Council Meeting | Review of CIWP |

School Excellence Framework

Culture of & Structure for Continuous Improvement

**Leadership & Collective Responsibility:**

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

Score

1 **2** 3 4

Leadership and collective responsibility at Vanderpoel Humanities Academy is characterized through an unwavering commitment to fulfill a shared vision of success. The areas of instructional focus and high expectations for all stakeholders are demonstrated as follows:

*School's vision shared with all stakeholders by effectively communicating through various communication mediums: school website and electronic VHA Update Newsletter.
*Parents, families and community members attend information meetings such as scheduled LSC meetings, parent information sessions for specific grade levels, Parent-Teacher Conferences and special school events.
*Promotional materials shared with all stakeholders to support the establishment of a Performing and Fine Arts curriculum, school open house, and family and community oriented events.
*Set high goals for quality instruction that is reflective of alignment with the Common Core Standards and supports a data-driven school culture evident in teachers' lesson planning and scope and sequence development.
*Teachers have influence in a broad range of decisions regarding school policies and practices by contributing valuable input through Google formatted surveys related to the effectiveness of existing school programs and school culture-climate practices.
*Promotes a culture that supports teacher collaboration and professional inquiry to advance student learning by providing a professional learning community within Grade Band Meetings, teacher-led instructional strategy workshops and professional development days with a focus to improve and enhance student learning.
*Promotes participation in the School Leadership Team and/or Teacher Teams by consistently encouraging through welcoming/inviting faculty and staff to join the ILT.
*School leadership, faculty and staff demonstrates and models integrity and ethical conduct driven by VHA Faculty and Staff Handbook and CPS Policies and Procedures Handbook.

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

**Instructional Leadership Team:**

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

Score

1 **2** 3 4

> The Vanderpoel ILT demonstrates a focus on creating and implementing the theories of action that improve teaching and learning. The follow evidence is consistent with emerging practices that identify challenges and proposed solutions for school improvement.
>
> *ILT Effectiveness rubric scored component evidence rated as "most indicators evident (75%)" for the following areas:
> - Team composition is appropriate and shares leadership for improving teaching and learning
> - Meetings are scheduled, structured, and frequent.
> Component Evidence rated as "indicators are evident sometimes (50%)" for the following areas:
> - Team uses protocols and data appropriately
> - asks probing questions
> - team is productive and meetings result in insight, action or strategy adjustment.
> - ILT has established Grade Band Team (GBT) meetings "Cycle Work" protocol process - share data and set instructional priorities; and In the First Quarter the practices initiated for implementation were an "Instructional Rounds Schedule" and "Cycle of Learning" to include two weeks of "safe practice" and "peer observation" (conducted by ILT and GBT's).
> *ILT has contributed to the implementation of a structured and focused cycle of learning work which supports alignment with NWEA Goal Performances and CCSS specific to Math Instruction on every grade level to increase student growth and attainment for Spring 2016 NWEA Assessment.
> *Grade Band Teams meet weekly to communicate ILT action plans: Primary Level-Grade Band Meetings content summary is shared/posted with the VHA collaborative community within the Google Drive format.

## Guide for Instructional Leadership Team

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

- Collaborate effectively, value transparency, and inform and engage stakeholders.
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
| --- | --- |
| Suggested Evidence | ✓ ILT Effectiveness Rubric Score<br>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)<br>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff<br>✓ Teacher team agendas/minutes reflective of ILT focus |
| Measures | ✓ Five Essentials: Instructional Leadership |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction<br>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

**1**   2   3   4

> VHA's goal is to provide high quality, differentiated professional learning with sufficient time, support and 'safe practice' space to internalize new knowledge and to develop research based best practices and beliefs. Our emerging practices are as follows:
> *School's PD agenda supports and promotes collaboration within a professional learning community
> *Implementation, monitoring and evaluation of district and network priorities to improve instructional goals and practices to increase student academic performance
> *Full staff participation in school-wide Retreat "Driving to 85,"
> *Training with implementing supplemental online education programs with fidelity - Compass Learning, Stride Academy, and Khan Academy, etc.
> *Differentiated teacher development via CPS Learning Hub and Edivate/PD 360 (aligned to CCSS and Teacher Effectiveness Framework) to support teachers in creating an individualized development plan based on specific REACH - Reflect and Learn data.

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

1  2  **3**  4

School resources and talent are aligned to school deficits rather than priorities, ancillary and enrichment academy staff support the VHA-Arts component with implementing a rich fine and performing arts program - art, music, dance, and drama/theatre ( across curricula to increase students' cultural knowledge and awareness), and the AVID program facilitated by teacher staff, school counselor and school administration in grades 4th-8th to prepare students with learning tools/academic skills needed for college and career readiness.
*School-wide interventions schedule for off-track students based on growth areas from NWEA Individual Student Score Reports, thus resulting in students receiving Differentiated Instruction (Individualized Learning Plan) with online learning supplemental education programs - Compass Learning, Stride Academy, ST Math, and Khan Academy.
*Increased student access (one to one) to technology equipment with a strategic use schedule; provide opportunities for more technology integration within classroom instruction (Google Classroom) and access to technology lab classes; supplements S.T.E.M. LAB learning; and promotes students' technology skills proficiency ( students independently developing Google docs and Weebly websites).
*Middle School Team and School Counselor attended an off school site, full day Professional Development Workshop - AVID Seminar, with purpose for implementation at VHA across all core subject areas in grades 4th-8th.

## 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

<table>
<tr><th colspan="2">EVIDENCE, MEASURES, AND STANDARDS</th></tr>
<tr><td rowspan="7">Suggested Evidence</td><td>✓ Schedules</td></tr>
<tr><td>✓ Teacher retention rates</td></tr>
<tr><td>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</td></tr>
<tr><td>✓ Candidate interview protocol documents</td></tr>
<tr><td>✓ List of community-based organizations that partner with the school and description of services</td></tr>
<tr><td>✓ Evidence of effectiveness of the services that community-based organizations provide</td></tr>
<tr><td>✓ Budget analysis and CIWP</td></tr>
<tr><td>Measures</td><td>✓ Five Essentials</td></tr>
<tr><td>Five Essentials</td><td>Effective Leaders<br>Collaborative Teachers</td></tr>
<tr><td>CPS Framework for Teaching</td><td>4a. Reflecting on Teaching & Learning<br>4e. Demonstrating Professionalism</td></tr>
<tr><td>CPS Performance Standards for School Leaders</td><td>A3. Allocates Resources to Support Student Learning, Prioritizing Time<br>B4. Hires and Retains Highly Effective Teachers</td></tr>
</table>

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

- Progress monitor growth in core reading and math subject areas
-Curriculum maps created and implemented for the entire school year
-Scope and sequence aligned to Common Core State Standards
-Comprehensive unit plans with differentiated assessments
-Some teachers post class assignments online that align to Common Core State Standards.
-Quarterly benchmark assessment
-Quarterly goals.
-Differentiate instruction by RIT band.
-MTSS
- Utilize essential questions for all units.
-Have students know and understand the objective of a lesson and proficiency/mastery expectations
-Utilize PATHS/ClassDojo to support SEL and Curriculum
-After School Enrichment Program
-FPA Academies for 3rd-8th grade
-Grade band team meeting minutes

## 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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), 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 | ✓ Curriculum maps, vertical/horizontal<br>✓ Sequencing and pacing guides<br>✓ Thematic units which cover multiple disciplines<br>✓ Comprehensive unit plans including assessments |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 3a. Communicating with Students<br>3c. Engaging Students in Learning<br>1a. Demonstrating knowledge of content and pedagogy<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>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

-RIT BAND DIFFERENTIATION
-Supplementary Media (videos, songs, simulations, etc.)
Technology: Compass Learning, ST Math, Think CERCA, Reading Eggs, Reading A-Z, Stride Academy, Learning.com,
Vocabulary Workshop, Brain Pop, Promethean Board, and Khan Academy
CCSS ALIGNED TEXTBOOKS
Supplement Materials, anchor charts
Classroom Manipulatives
Updated Scholastic Classroom Libraries

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.

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

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
| --- | --- |
| Suggested Evidence | ✓ Cross-section of materials from a variety of content areas and grade levels<br>✓ Evidence of scaffolding and differentiation for all students to access the content/skills<br>✓ Description of materials in curriculum and/or lesson plans<br>✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction<br>Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating Knowledge of Content and Pedagogy<br>1b. Demonstrating Knowledge of Students<br>1c. Selecting Learning Objectives<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time |

**Rigorous Student Tasks:**

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

Score

1    2    **3**    4

Learning walks, Peer observations, Grade Band Team Collaboration, Schoolwide collaboration, High-Level Questioning, Vocabulary-rich collaborative conversation between students, Review of formative/summative assessments, Differentiated strategies and tasks, Usage of "I Can" statements by students

## 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)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.

- **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
        - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
    - **Tasks reflect the key shifts in mathematics.**
        - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
        - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
        - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
    - **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
    - **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
        - Analyze models with students to build a vision of quality.
        - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
        - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards



| EVIDENCE, MEASURES, AND STANDARDS | |
| --- | --- |
| Suggested Evidence | ✓ Cross-section of student work from a variety of content areas<br>✓ Observation of student learning (e.g. learning walks/walkthroughs)<br>✓ Focus group(s) and discussions with students |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| CPS Framework for Teaching | 1d. Designing Coherent Instruction<br>2b. Establishing a Culture for Learning<br>3b. Using Questioning and Discussion Techniques<br>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:**

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

**Score**

1　2　**3**　4

> Plans and timelines related to students transitions to high school, High School Visits, College Banners, High School Preparation Courses (Algebra I), 8th grade "Transition to High School" Parent Night, Community Service Projects, STEM Lab, AVID Binder, Research Papers, Google Classroom, G.E.M.S., and mentors

## 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 | ✓ Data on college visits and college fair information<br>✓ Naviance Monthly Data<br>✓ Scholarships earned<br>✓ Artifacts, plans, or timelines related to successful transitions structures<br>✓ To & Through data |
| Measures | ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates<br>✓ Early College and Career Credentials |
| Five Essentials | Ambitious Instruction          Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort<br>C2. Builds a culture of high aspirations and achievement for every student. |

## Expectations for depth & breadth of Quality Teaching

**Instruction:**

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1    2    3    **4**

> Teachers show evidence of implementation of best practices: Critical Thinking Questions, Close Reading Questions, Flexible Grouping, Open Ended Questions, Peer Observation and Collaboration.
> Recent School Quality and Performance Policy indicates Vanderpoel is rated Very Strong In the areas of students receiving rigourous and ambitious instruction in a safe and supported environment. Vanderpeol's ILT monitors instructional effectiveness through Quarterly and mid-quarter benchmark assessments aligned to common core standards. Teachers plan and pace instruction according to school wide pacing guides developed by teachers.
>
> Teachers engage in peer observation and feedback cycles with administration. Data collected from these observations are used to drive instructional PLC's and professional development plans. Teacher Team Leaders facilitate Grade Band Meetings and conduct grade specific data conversations. Teachers identify students in need of academic, behavioral and/or attendance interventions every 5 weeks and generate goal specific action plans.
>
> Teacher Team Leaders and administrators implement effective use of "Google Classroom" Tool and other web-based tools to collaborate and share instructional plans, unit plans, intervention and instructional activities.

## 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 | ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) <br> ✓ Informational observations, peer observations, learning walks <br> ✓ Lesson studies |
| Measures | ✓ SQRP Attainment and Growth <br> ✓ REACH observation trends (de-identified) |
| Five Essentials | Ambitious Instruction <br> Effective Leaders <br> Supportive Environment |
| CPS Framework for Teaching | 3a. Communicating with Students <br> 3b. Using Questioning and Discussion Techniques <br> 3c. Engaging Students in Learning <br> 3d. Using Assessment in Instruction <br> 3e. Demonstrating Flexibility and Responsiveness |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices <br> 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

1   **2**   3   4

Vanderpoel's ILT surveyed all faculty and related service providers about the implementation and effectiveness of a school wide Multi-Tiered System of support. Based on staff results, administration as well as Teacher Teams worked to develop a solid foundation for an effective Tier 1 core by ensuring every teacher had grade level appropriate and common core aligned resources for all students.

Tier 1 core instruction are:
- Inconsistent progress monitoring: Every 5 Weeks
-Evidence of Personal Learning Plans
-Evidence of On Track monitoring and support
-Monitor Growth Measures: SQRP Attainment and Growth, Attendance Rates, Pass and Failure Rates
-Inconsistent practices for implementing Tier 2 and Tier 3 interventions
- Some faculty including auxiliary support, aides and miscellaneous/part-time employees provide coordinated tier 2 supports to students through web-based programs and 1:1 or 1:5 small group tutoring.

## 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 | ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)<br>✓ Evidence of Personal Learning Plan (PLP) implementation<br>✓ Integrated data system that informs instructional choices<br>✓ Flexible learning environments<br>✓ Use of student learning plans<br>✓ Use of competency-based assessments<br>✓ Use of personalized learning rubric<br>✓ Evidence of On Track monitoring and supports |
| Measures | ✓ SQRP Attainment and Growth<br>✓ Attendance Rates<br>✓ Course success rates (e.g. grade distributions, pass/failure rates) |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating knowledge of content and pedagogy<br>1b. Demonstrating Knowledge of Students<br>1d. Designing Coherent Instruction<br>2d. Managing Student Behavior<br>3d. Using Assessment in Instruction<br>3e. Demonstrating Flexibility and Responsiveness<br>4b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B3. MTSS Implemented Effectively in School |

**Balanced Assessment & Grading:**

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 **2** 3 4

> Vaderpoel faculty and staff were able to coordinate common gradebook categories and weights in each grade band, K-3, 4-6, and 7-8. Teacher teams identify standards taught and assessed to identify the instructional gaps given performance data.
> Each team collaborates and determines grade band specific goals and outcomes:
> -Learning objectives
> -utilization of student trend data for the purpose of planning units and lessons
> -coordinated usage of Stride Academy and Compass Learning to provide individualized learning paths

## Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).

- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Examples of a variety of teacher created and teacher selected assessments<br>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan<br>✓ Evidence of assessment data analysis for the purpose of planning<br>✓ Assessment calendar<br>✓ Examples of gradebooks<br>✓ School's grading policy<br>✓ Grade distribution reports (course success rates) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| CPS Framework for Teaching | 1c. Selecting Learning Objectives<br>1e. Designing Student Assessment<br>3d. Using Assessment in Instruction<br>4a. Reflecting on Teaching & Learning<br>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

**Culture for Learning:**

Score

1  2  **3**  4

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

Teachers at Vanderpoel have upped the rigor and the evidence is displayed throughout the school. You can see sample of students' work in the classroom as well as the hallways. Teachers meet within their grade bands to examine curriculum and standardized test scores. Teacher use the data to develop personal learning plans for at-risk students. Teacher hold the students accountable for their learning by instilling high expectation for all students. Based on the BOY, students are making their target growth.

Teachers are attending PD's. Data walls are displayed. Students set goals and reflect on their learning. Teacher track homework and both students and teacher reflect and review the homework. Teacher give opportunities to retake assessments. Teacher has one on one conference with students to establish and meet goals.

In the midst of significant transition, both administrative and instructional staff, Vanderpoel students staff attendance is above 92%.

## Guide for Culture for Learning
- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.

- Ensure students feel safe to share misunderstandings and struggles.
  - **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
    - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
  - **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
  - **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards



| Evidence, Measures, and Standards | |
| --- | --- |
| Suggested Evidence | ✓ Sample of individual student learning goals from a cross-section of teachers<br>✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | ✓ Five Essentials – Ambitious Instruction<br>✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

**Relational Trust:**

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

Score

1 **2** 3 4

> According to My Voice My School Survey, Vanderpoel scored was neutral for relational trust. Vanderpoel is rebuilding the culture and climate team. Teacher collaborate weekly.

## Guide for Relational Trust
  - **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
    - Adults are responsible for occasional check-ins or serve as mentors.
  - **Adult-student interactions are positive, caring, and respectful.**
    - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
  - **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
    - Create opportunities for students to build positive relationships with peers.
    - Create opportunities for older students to mentor younger students.
  - **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
    - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
    - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
    - Provide training to engage diverse families and communities.
  - **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
    - Respect other teachers who take the lead in school improvement efforts.
    - Respect colleagues who are experts at their craft.
    - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
    - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
  - **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

**Student Voice, Engagement, & Civic Life:**

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

Score

1  2  **3**  4

> Student are interested and is engaged in learning, invested in the school and contributes to the community. Vanderpoel has a Beta Club and Student Council where the members serve the student body, school and the Vanderpoel community. The members partnered with our local church and arranged a food drives to help feed the community. Also, service learning hours are provide for students in various disciplines. The school provides early and ongoing exposure to wide range of extracurricular activities and rigorous courses. Vanderpoel provides, basketball, cheerleading, chess, drama, dance, cross-country, track and field, music, book club, flag football, student council, and beta club.

## 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

| Suggested Evidence | ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)<br>✓ Student interest surveys (and/or other avenue for student input)<br>✓ Policies regarding student engagement in decision making<br>✓ Student government or committee charter and responsibilities<br>✓ 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<br>2a. Creating an Environment of Respect and Rapport<br>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<br>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

> In the last My School My Voice Survey, Vanderpoel scored Very Strong with feeling safe in and around the school. Also there are very low incidents regarding bullying at our school.

## 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

| Suggested Evidence | ✓ MVMS score – "Safety"<br>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?<br>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.<br>✓ School Climate Standards Rubric/Assessment |
|---|---|
| Measures | ✓ Five Essentials – Supportive Environment score<br>✓ My Voice, My School Survey "Safety" score |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport<br>2c. Managing Classroom Procedures<br>2d. Managing Student Behavior |
| CPS Performance Standards for School Leaders | A4. Creates a Safe, Clean and Orderly Learning Environment |

**Restorative Approaches to Discipline:**

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The

Score

1  2  **3**  4

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.

Based on verify and student logger, there are little incidents regarding student behavior. Teachers have classroom rules displayed through out their class. Hallway expectation are also displayed in the hallway. School counselor practice restorative justice in small group and with individuals as a method to resolve conflicts that may occur.

Vanderpoel use class dojo as a incentive to promote positive behaviors. Students are given points based on their behavior in the class. Parents and students have access to view behavior right as it is given. All staff members have access to class dojo to reward or take points away as behavior occurs. Each week, students that earned the highest dojo points each week are given a prize. We also have "Dress-Down Fridays. Students with no infractions for the week can dress down on Fridays. Teachers also have classroom incentives for students that display positive behaviors.

## Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
| --- | --- |
| Suggested Evidence | ✓ Misconduct data (Dashboard)<br>✓ 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<br>2d. Managing Student Behavior<br>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

1    2    **3**    4

address and respond to input.

In the beginning of the school year, parents were given a handbook with Vanderpoel's expectations and information on how parents can support the school. It was especially helpful for new parents to get the information needed regarding school hours, uniform and discipline policy and other important information.

Vanderpoel has a website that is updated weekly. Vanderpoel families rely on this as a consistent form of communication in terms of what is happening at the school.

Vanderpoel also have parents that volunteers daily. Our PAC and LSC meets monthly. Parents are notified about our LSC through the notice on the door, the markee outside the school or on our website. Based on the parent sign in sheets, we average about 8-10 parents participants for our LSC meetings.

Another form of communication with our parents is class dojo. This rewards systems allow parents to communicate with staff members and staff members to communicate with parents. Staff members can send a message to all parents that have signed up to class dojo.

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

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus ⊘= Not of focus |
|---|---|---|
| 1 | Culture of & Structure for Continuous Improvement: Professional Learning | [1] 2 3 4 5 ⊘ |
| 2 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 2 3 [4] 5 ⊘ |
| 2 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 2 3 4 5 [⊘] |
| 2 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 2 3 4 5 [⊘] |
| 2 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 1 [2] 3 4 5 ⊘ |
| 2 | Expectations for Quality & Character of School Life: Relational Trust | 1 2 3 4 5 [⊘] |
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 2 3 4 5 [⊘] |
| 3 | Expectations for depth & breadth of Student Learning: Curriculum | 1 2 3 4 5 [⊘] |
| 3 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 2 3 4 5 [⊘] |
| 3 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 2 3 4 5 [⊘] |
| 3 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 2 3 4 5 [⊘] |
| 3 | Expectations for Quality & Character of School Life: Culture for Learning | 1 2 [3] 4 5 ⊘ |
| 3 | Expectations for Quality & Character of School Life: Parent Partnership | 1 2 3 4 5 [⊘] |
| 3 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 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 depth & breadth of Quality Teaching: Instruction | 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** | | | | |
| A student growth percentile describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations are complex, percentiles are a familiar method of measuring students in comparison to their peers. Trend data indicates we will meet/exceed our anticipated targets. | 83.00 | 66.00 | 69.30 | 72.06 |

**National School Growth Percentile - Math**

| A student growth percentile describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations are complex, percentiles are a familiar method of measuring students in comparison to their peers. Trend data indicates we will meet/exceed our anticipated targets. | 44.00 | 27.00 | 34.20 | 41.40 |
|---|---|---|---|---|

**% of Students Meeting/Exceeding National Ave Growth Norms**

| A student growth percentile describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations are complex, percentiles are a familiar method of measuring students in comparison to their peers. Trend data indicates we will meet/exceed our anticipated targets. | 55.60 | (Blank) | 64.00 | 68.00 |
|---|---|---|---|---|

**African-American Growth Percentile - Reading**

| A student growth percentile describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations are complex, percentiles are a familiar method of measuring students in comparison to their peers. Trend data indicates we will meet/exceed our anticipated targets. | 83.00 | 62.00 | 65.70 | 69.40 |
|---|---|---|---|---|

**Hispanic Growth Percentile - Reading**

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

**English Learner Growth Percentile - Reading**

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

**Diverse Learner Growth Percentile - Reading**

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

**African-American Growth Percentile - Math**

| A student growth percentile describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations are complex, percentiles are a familiar method of measuring students in comparison to their peers. Trend data indicates we will meet/exceed our anticipated targets. | 44.00 | 26.00 | 33.30 | 40.60 |
|---|---|---|---|---|

**Hispanic Growth Percentile - Math**

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

**English Learner Growth Percentile - Math**

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

**Diverse Learner Growth Percentile - Math**

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

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

| A student growth percentile describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations are complex, percentiles are a familiar method of measuring students in comparison to their peers. Trend data indicates we will meet/exceed our anticipated targets. | 74.00 | 77.00 | 79.50 | 82.00 |
|---|---|---|---|---|

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

| A student growth percentile describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations are complex, percentiles are a familiar method of measuring students in comparison to their peers. Trend data indicates we will meet/exceed our anticipated targets. | 51.00 | 47.00 | 52.80 | 57.60 |

**National School Attainment Percentile - Reading (Grade 2)**

| A student growth percentile describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations are complex, percentiles are a familiar method of measuring students in comparison to their peers. Trend data indicates we will meet/exceed our anticipated targets. | 66.00 | 68.00 | 71.30 | 74.60 |

**National School Attainment Percentile - Math (Grade 2)**

| A student growth percentile describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations are complex, percentiles are a familiar method of measuring students in comparison to their peers. Trend data indicates we will meet/exceed our anticipated targets. | 44.00 | 53.00 | 57.60 | 62.20 |

**% of Students Making Sufficient Annual Progress on ACCESS**

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

**Average Daily Attendance Rate**

| Our current daily student attendance is 96.7. | 97.00 | 96.90 | 97.00 | 97.50 |

**My Voice, My School 5 Essentials Survey**

| The measure scores are calculated by first combining responses from multiple survey questions. When we combine the responses together, we do not take a simple average of the raw response data. Instead, we use a method called Rasch analysis, which takes into account missing responses and unreliable responses. See below for more technical details about how this works. The five indicators that positively affect school success are: (1) Effective Leaders; (2) Collaborative Teachers; (3) Involved Families; (4) Ambitious Instructions; and, (5) Supportive Environments. | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

Custom metrics                                                                0 of 0 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---|---|---|---|

Strategies

Strategy 1

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Use multiple data sets to assess teacher practices which incorporate the fine and performing arts curriculum, standards and strategies into the core curriculum to identify gaps. Develop a professional development scope and sequence plan based on gaps. | Teachers will integrate with fidelity, the fine and performing arts curriculum, standards, and strategies. | Increased rigor and standards mastery. |

Tags:                                                                          Area(s) of focus:
Academic gain, 21st century skills, Academic expectations, Accountability, Academic perfor          1

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Review 2014-2015, 2015-2016 REACH Performance Evaluation trends to determine professional learning priorities. | Principal, Assistant Principal, ILT | Jun 17, 2016 to Aug 12, 2016 | SY 2016-2017 Professional Development Calendar | On-Track |

**Professional learning plan, Professional learning community**

| | | | | |
|---|---|---|---|---|
| Develop and implement coherent and rigorous scope and sequence of for every grade, for every core subject instruction/assessments aligned to CCSS. | ILT, Administration | Jun 9, 2016 to Sep 12, 2016 | 2016-2017 ILT Professional Learning Cycle Plan; SY 16-17 Articulation Plans submitted by teachers | On-Track |

**Professional Learning, Instruction**

| | | | | |
|---|---|---|---|---|
| All literacy teachers will participate in quality professional development provided by administration and other specialists focused on guided reading and balanced literacy programs aligned to State Standards. Regular practice with complex text and academic content vocabulary to build knowledge through content-rich nonfiction and informational texts. Develop interdisciplinary units to strengthen students' reading and writing skills based on evidence from the "text." | ILT, Administration, Literacy Team Leads | Jul 7, 2016 to Jun 29, 2017 | Visible flexible grouping, increased performance across the Guided Reading gradient. | Not started |
| All teachers will participate in quality professional learning opportunities focused on pedagogy and methods for integrating the Fine and Performing Arts Standards in all core subjects. | ILT, Fine and Performing Arts Team, Administration | Jun 9, 2016 to Jun 1, 2018 | Professional Learning Plan; Quarterly student performances or exhibits | Not started |

**Professional Learning, Fine arts**

| | | | | |
|---|---|---|---|---|
| Teachers will be provided with an ongoing feedback cycle to inform and guide professional learning plan. Teachers will engage in self-reflection and self- assessment regarding their own performance, and other peer feedback. Teachers will receive differentiated cognitive coaching and support based on their experience and/or needs | Administration, ILT | select | ILT Meeting Agendas, Improved student outcomes | On-Track |

## Strategy 2

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Offer alternative arts programming through partnerships with external arts partners, | the arts integrated into core subject areas. Every student is offered training in at least two | all students attaining academic and artistic excellence. |

maintain current partnership and engage new partnerships focused on various arts/cultural organizations in the Chicago area in order to continue with the implementation of an arts-integrated school-wide curriculum

of the fine art disciplines: visual arts, music, dance and drama. With the assistance of arts partners encourage students' creative and artistic expression, and development of interest in visual arts, music, dance and drama

A comprehensive and sequential study of visual art, music, dance, and theatre from K-8th grade, students will have the opportunity to develop into innovative thinkers and creative problem solvers who are capable of expressing themselves, understanding others and contributing to their culture and economy.

Tags:
Instructional practices, Partnerships, Fine arts

Area(s) of focus:
1

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Survey staff, students, parents and stakeholders to identify needs and vision for teachers, students, parents. | ILT | Jun 2, 2016 to Jun 23, 2016 | 2016-2018 CIWP, aligned budget and resources | On-Track |
| Align to curriculum, material, staff, resources, strategies, and partnerships to enhance school wide culture focus on fine, performing, and digital arts integration and appreciation. | Administration, ILT, SCCT | Jul 1, 2016 to Sep 30, 2016 | SY 16-18 Budget | On-Track |
| Provide quality feedback and review of arts teaching and programming using district's rubric or protocols | ILT, FAPAAA Team, Administration | Jul 7, 2016 to Jun 30, 2018 | ILT Meeting Agendas, Improved student outcomes, improved SQRP rating | On-Track |

**Culture of learning, Instructional leadership team**

Strategy 3

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Engage all stakeholders to develop a system of shared values and school wide expectations which promote safety and order, enhances student to student and student to adult relationships, collaborative leadership and community partnerships. | shared accountability in providing a framework for positive behavior throughout the school. | an environment that nurtures the holistic development of students. |

Tags:
Culture for learning

Area(s) of focus:

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Families and community are purposefully engaged in the academic and social success to support students' college and career readiness. | Administration, SCCT | Jun 2, 2016 to Jun 30, 2018 | Send academic achievement reports to parents regarding their child's progress | Behind |
| School sends home monthly publication to families and community: The monthly publication will be integrated into the existing VHA website - the go to for the parents to acquire current, updated information. | (Blank) | select | (Blank) | Behind |

| | | | | |
|---|---|---|---|---|
| Systems are in place that engage families and community on a daily, weekly, and monthly basis | Admin, ILT, SCCT | Jun 2, 2016 to Jun 30, 2018 | LSC meeting minutes, Website, Communication Binder | On-Track |
| Create a flexible definition of engagement that values multiple types of family engagement and interactions. | Teachers, students, parent, community, LSC | Jun 14, 2016 to Sep 10, 2016 | School Mission and Vision | On-Track |
| Develop and implement short-term and long-term plans for family engagement that match the school's goals and community context. | Administration, SCCT, LSC | Jun 2, 2016 to Jun 30, 2017 | 5 Essential Survey, Mission and vision, increase parent participation | On-Track |
| Provide on-going and relevant meetings to staff and families that support and foster high level family and community engagement. | Administration, SCCT, LSC | Jun 2, 2016 to Jun 30, 2017 | 5 Essential Survey, mission and vision statement, increased parent participation | On-Track |
| Create a system and process to gather student input and to build opportunities for student voice (student council, student peer review board). | Admininstration, SCCT, ILT, School Counselor, Dean of Students | Aug 15, 2016 to Jun 30, 2017 | Improved School wide climate and culture, decreased student misconducts | On-Track |

## Strategy 4

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| use multiple data sets to analyze student performance learning patterns and identify the root cause for successful or unsuccessful student outcomes | targeted professional learning cycles focused on research based best practices. ILT using consistent protocols and processes with a relentless focus on student work/data and positive outcomes. | a shift in accountability from the individual teacher to the entire teaching community. The ILT members fully lead autonomous projects and further develop their instructional leadership capacity. |

Tags:                                                                                                Area(s) of focus:

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| ILT will allocate and manage resources to support the school's instructional program, effectively allocate and manages the school's resources – people, time, funds, and materials – to address school priorities and students' needs. | *(Blank)* | select | *(Blank)* | Behind |

| | | | | |
|---|---|---|---|---|
| Teachers and students assume leadership roles outside of the classroom, actively participate in the school improvement process, and take ownership of resulting setbacks and successes. | (Blank) | select | (Blank) | Behind |
| The school community evaluates and plans school programs and policies based on their contribution toward reaching school goals. | (Blank) | select | (Blank) | Behind |
| Teachers use other staff, classroom volunteers, and family resources at home to maximize the amount of individualized instruction students receive. | (Blank) | select | (Blank) | Behind |
| The ILT will participate in regular learning walks while looking for the implementation of specific practices. Teachers and teacher leads will regularly examine student work and what students are being asked to do across grades and in all content areas. | (Blank) | select | (Blank) | Behind |
| Develop reporting system so ILT members can share feedback, input, and concerns of grade band teams they lead | (Blank) | select | (Blank) | Behind |
| Develop a succession plan for essential roles on the ILT, as needed. | (Blank) | select | (Blank) | Behind |
| ILT members will meet every two (2) weeks to review data and plan/facilitate professional learning for weekly Grade Band Team (GBT) meetings. Weekly GBT meetings will focus on student work and student data to analyze positive or challenging "checkpoints" against the school-wide professional learning plan. Grade Band Teams will meet once a month for three (3) hours to review impact of implementation on students academic achievement | (Blank) | select | (Blank) | Behind |

Strategy 5

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Provide students with an enriched, theme-based curriculum to enable students to meet their academic potential | See meaningful academic gains in core content areas that are integrated with the Fine and Performing Arts standards and strategies. | Designation as a best practice model for providing enriched and differentiated instruction. |

Tags:

Area(s) of focus:

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| *(Blank)* | *(Blank)* | select | *(Blank)* | Behind |

## Strategy 6

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Use integrated Principal PD, accurate baseline implementation data, standardized screening, automated tiering, intervention recommendations and tracking systems to implement a full scale MTSS model. | high quality, custom goal and metrics that more accurately reflect percentages of students demonstrating mastery. | Increased percentages of students exceeding expected growth targets in core areas of instruction. |

Tags:

Area(s) of focus:

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| A common Leveled Literacy Instructional program will be used with Diverse Learners as appropriate in grades kindergarten through eighth to provide support for identified Tier 2 and Tier 3 students. To help teachers provide powerful, daily, small-group literacy instruction and monitor student progress (benchmark assessment system) for the lowest achieving students at their grade level. | *(Blank)* | select | *(Blank)* | Behind |

## Action Plan

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ Review 2014-2015, 2015-2016 REACH Performance Evaluation trends to determine professional learning priorities.<br>Tags: Academic gain, 21st century skills, Academic expectations, Accountability, Academic perfor, Professional learning plan, Professional learning community | Principal, Assistant Principal, ILT | Jun 17, 2016 | Aug 12, 2016 | On-Track |
| ✚ Develop and implement coherent and rigorous scope and sequence of for every grade, for every core subject instruction/assessments aligned to CCSS.<br>Tags: Academic gain, 21st century skills, Academic expectations, Accountability, Academic perfor, Professional Learning, Instruction | ILT, Administration | Jun 9, 2016 | Sep 12, 2016 | On-Track |

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ All literacy teachers will participate in quality professional development provided by administration and other specialists focused on guided reading and balanced literacy programs aligned to State Standards. Regular practice with complex text and academic content vocabulary to build knowledge through content-rich nonfiction and informational texts. Develop interdisciplinary units to strengthen students' reading and writing skills based on evidence from the "text."<br>Tags: Academic gain, 21st century skills, Academic expectations, Accountability, Academic perfor | ILT, Administration, Literacy Team Leads | Jul 7, 2016 | Jun 29, 2017 | Not started |
| ✚ All teachers will participate in quality professional learning opportunities focused on pedagogy and methods for integrating the Fine and Performing Arts Standards in all core subjects.<br>Tags: Academic gain, 21st century skills, Academic expectations, Accountability, Academic perfor, Professional Learning, Fine arts | ILT, Fine and Performing Arts Team, Administration | Jun 9, 2016 | Jun 1, 2018 | Not started |
| ✚ Teachers will be provided with an ongoing feedback cycle to inform and guide professional learning plan. Teachers will engage in self-reflection and self- assessment regarding their own performance, and other peer feedback. Teachers will receive differentiated cognitive coaching and support based on their experience and/or needs<br>Tags: Academic gain, 21st century skills, Academic expectations, Accountability, Academic perfor | Administration, ILT | | | On-Track |
| ✚ Survey staff, students, parents and stakeholders to identify needs and vision for teachers, students, parents.<br>Tags: Instructional practices, Partnerships, Fine arts | ILT | Jun 2, 2016 | Jun 23, 2016 | On-Track |
| ✚ Align to curriculum, material, staff, resources, strategies, and partnerships to enhance school wide culture focus on fine, performing, and digital arts integration and appreciation.<br>Tags: Instructional practices, Partnerships, Fine arts | Administration, ILT, SCCT | Jul 1, 2016 | Sep 30, 2016 | On-Track |
| ✚ Provide quality feedback and review of arts teaching and programming using district's rubric or protocols<br>Tags: Instructional practices, Partnerships, Fine arts, Culture of learning, Instructional leadership team | ILT, FAPAAA Team, Administration | Jul 7, 2016 | Jun 30, 2018 | On-Track |
| ✚ Families and community are purposefully engaged in the academic and social success to support students' college and career readiness.<br>Tags: Culture for learning | Administration, SCCT | Jun 2, 2016 | Jun 30, 2018 | Behind |
| ✚ School sends home monthly publication to families and community: The monthly publication will be integrated into the existing VHA website - the go to for the parents to acquire current, updated information.<br>Tags: Culture for learning | | | | Behind |
| ✚ Systems are in place that engage families and community on a daily, weekly, and monthly basis<br>Tags: Culture for learning | Admin, ILT, SCCT | Jun 2, 2016 | Jun 30, 2018 | On-Track |
| ✚ Create a flexible definition of engagement that values multiple types of family engagement and interactions.<br>Tags: Culture for learning | Teachers, students, parent, community, LSC | Jun 14, 2016 | Sep 10, 2016 | On-Track |
| ✚ Develop and implement short-term and long-term plans for family engagement that match the school's goals and community context.<br>Tags: Culture for learning | Administration, SCCT, LSC | Jun 2, 2016 | Jun 30, 2017 | On-Track |
| ✚ Provide on-going and relevant meetings to staff and families that support and foster high level family and community engagement.<br>Tags: Culture for learning | Administration, SCCT, LSC | Jun 2, 2016 | Jun 30, 2017 | On-Track |
| ✚ Create a system and process to gather student input and to build opportunities for student voice (student council, student peer review board).<br>Tags: Culture for learning | Admininstration, SCCT, ILT, School Counselor, Dean of Students | Aug 15, 2016 | Jun 30, 2017 | On-Track |

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ ILT will allocate and manage resources to support the school's instructional program, effectively allocate and manages the school's resources – people, time, funds, and materials – to address school priorities and students' needs. | | | | Behind |
| ✚ Teachers and students assume leadership roles outside of the classroom, actively participate in the school improvement process, and take ownership of resulting setbacks and successes. | | | | Behind |
| ✚ The school community evaluates and plans school programs and policies based on their contribution toward reaching school goals. | | | | Behind |
| ✚ Teachers use other staff, classroom volunteers, and family resources at home to maximize the amount of individualized instruction students receive. | | | | Behind |
| ✚ The ILT will participate in regular learning walks while looking for the implementation of specific practices. Teachers and teacher leads will regularly examine student work and what students are being asked to do across grades and in all content areas. | | | | Behind |
| ✚ Develop reporting system so ILT members can share feedback, input, and concerns of grade band teams they lead | | | | Behind |
| ✚ Develop a succession plan for essential roles on the ILT, as needed. | | | | Behind |
| ✚ ILT members will meet every two (2) weeks to review data and plan/facilitate professional learning for weekly Grade Band Team (GBT) meetings. Weekly GBT meetings will focus on student work and student data to analyze positive or challenging "checkpoints" against the school-wide professional learning plan. Grade Band Teams will meet once a month for three (3) hours to review impact of implementation on students academic achievement | | | | Behind |
| ✚ | | | | Behind |
| ✚ A common Leveled Literacy Instructional program will be used with Diverse Learners as appropriate in grades kindergarten through eighth to provide support for identified Tier 2 and Tier 3 students. To help teachers provide powerful, daily, small-group literacy instruction and monitor student progress (benchmark assessment system) for the lowest achieving students at their grade level. | | | | Behind |

Fund Compliance

# Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

# 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 monthly. Monthly meetings will provide relevant school information, resources for supporting the child, school and community. Parents will participate in relevant workshops geared toward increasing parent/teacher/school communication, engaging in the learning experience with their child, how to monitor your child's grades, parent/child communication, etc. PAC Chair and Council Members will determine Parent activities.

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

> The Annual Title 1 Meeting was held on October 4, 2016. The PAC Organizational Meeting was held on October 21, 2016. At the 2016 PAC Organizational meeting the voting members decided to meet, monthly on the 1st or 2nd Friday of each month. The regular meeting time will be 7:30 a.m.

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.

> The PAC Chair will present a PAC report at our Monthly Local School Council Meeting, the PAC will have a dedicate space on the school's website. PAC information is displayed prominently outside of the teacher's lounge.
>
> The PAC will host our annual NWEA and Standardized Assessment Workshop in January 2017.

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.

> Weekly communication is provided from the Principal in the Weekly Wrap Up. Parent suggestions, questions and concerns can be addressed 1:1, at the regular meeting, by phone, or email.

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.

> Student Data is regularly communicate by the teacher on various occasions and are ongoing. Parents will also receive Beginning of the Year NWEA reports during the 1st official parent teacher conferences and are updated on Middle of the year as well as benchmark data at the 3rd quarter report card pick up.

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 receive notification via official school communication.

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.

> Parent Annual Title 1 meeting, regular PAC Meetings and Parent Data workshops.

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.

> Parents will participate in self selected workshops relevant to literacy, math, science and technology.

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.

> Increasing Parent/Teacher engagement, teachers participate in PAC meetings, and PAC workshops. Teachers also lead various PAC trainings.

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.

> Developing external partnership with Community organizations. Providing resources at PAC meetings and workshops.

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.

> School communicates with parents in multiple formats, i.e, email, text, hardcopy, website, class DoJo, phone calls, etc.

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.)

> VHA is committed to being collaborative, facilitative, and relentlessly and consistently focused on fulfilling Vanderpoel's mission to value all stakeholder's voices, align all resources to sustain the school's focus on global humanity, and pursue academic excellence for all committed to life-long learning.

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.

> 1st and 3rd Quarter Report Card Pick Up Conferences, Midterm Progress Reports, MTSS Team Meetings, Diverse Learner annual evaluation meetings, and meetings scheduled as needed by appointment.

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

> Progress Reports are given every 5 Weeks, Report Cards are given every 10 weeks.

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

> Teachers are available by appointment before and after school. Teachers may also choose to meet during designated prep periods and other school activities.

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 are invited to volunteer upon completion of the CPS Volunteer screening process.

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

> Checking Parent Portal, Parent/Teacher Communication, monitoring attendance, homework, and assisting with projects.

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

> PAC meetings, Local School Council meetings and other school activities through feedback.

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).

> Review VHA School Wide Climate and Culture Plan.

## 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.

> The over arching goal is to increase academic achievement through parental involvement, by increasing parent participation in the following tentative activities:
> 1. Parent Support Workshops, i.e, Parent Portal, Class DoJo, Pearson Realize, NWEA, other web-based tools. 2. Participation in Parent Power Conference. 3. Supplement and supporting school wide climate and culture initiatives. 4. Other activities determined by PAC, LSC, and School Leadership.

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**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ 300 | .00 |
| 53405 | **Supplies**<br>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. | $ 100 | .00 |
| 53205 | **Refreshments**<br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ 225 | .00 |
| 54125 | **Consultants**<br>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) | $ 200 | .00 |
| 54505 | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $ 500 | .00 |
| 54205 | **Travel**<br>Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ 125 | .00 |
| 54565 | **Reimbursements**<br>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. | $ 50 | .00 |
| 53510 | **Postage**<br>Must be used for parent involvement programs only. | $ 0 | .00 |
| 53306 | **Software**<br>Must be educational and for parent use only. | $ 0 | .00 |
| 55005 | **Furniture and Equipment**<br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main | $ 0 | .00 |

office or where staff and students have access too. To by used only by parents.