



Rueben Salazar Elementary Bilingual Center (/school-plans/382) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
05/24/2016	Echeverria, Jimenez, Daguerre, Griffith, Contreras, Ramirez	CIWP Action Plan and Updates
05/23/2016	Daguerre, Griffith, Contreras, Sanchez, Healy, Jimenez	CIWP Review

10/07/2015	Jimenez, Daguerre, Griffith, Healy, Smith, Ramirez, Pena	Bell to Bell Schedule, Enrollment, and Transportation
11/04/2015	Jimenez, Griffith, Sotello, Contreras, Sanchez, Ramirez, Echeverria	Data Analys, Action Plan to support low performers, Attendance Incentives, Math Team
12/01/2015	Jimenez, Griffith, Sotello, Escobar, Healy, Sanchez, Ramirez	MOY NWEA Schedule, MTSS Data Review
01/13/2016	Jimenez, Griffith, Sotello, Healy, Sanchez, Contreras, Ayala, Echeverria	Bilingual Audit, ACCESS Planning
01/29/2016	Daguerre, Jimenez, Echeverria, Sotello, Sanchez	CIWP Updates, 6th - 8th Grades student groupings, NWEA Incentives, Math Saturday Enrichment Discussed, 3rd - 8th NWEA MOY Data Analysis
02/05/2016	Jimenez, Daguerre, Pena, Contreras, Healy, Sanchez, Escobar, DeLeon	Pivot Table Training, NWEA Skills Survey, Best Practice of the Learning Continuum, S to W Data comparison
02/22/2016	Jimenez, Griffith, Echeverria, Sanchez, Sotello, Pena, Healy	PARCC Assessment Planning
03/30/2016	Jimenez, Daguerre, Sanchez, Pena, Griffith, Escobar	CIWP Collaboration
04/06/2016	Daguerre, Jimenez, Echeverria, Griffith, Pena, Ramirez	CIWP Framework & Rubric Review, NWEA 2015 Norms used to set goals, Develop Technology Plan

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

Salazar's Vision

Ruben Salazar will offer a high quality, standards-based and holistic curriculum which will be sustained through intensive, school-based professional development and structured analysis of comprehensive, interim assessments to ensure all students' needs are met. A welcoming environment and strong partnership with universities, community, and parents will develop children's and families' strong sense of self-worth within a broader community, in preparation for effective participation as team members and leaders of the 21st Century.

Salazar's core values include:

- Embracing Diversity
- Rich Culture
- Social Emotional Learning (SEL)
- Academic awareness

Parents, guardians, and community share the message that Salazar provides an atmosphere that is welcoming, nurturing, and offer rigor in their curriculum. All students' needs are met, which makes us a true choice school. The mission and vision is shared throughout the year during:

- The "Dia del nino" celebration
- NCLB Meetings & Workshops
- State of the School report
- Orientation/Open House
- Completing first year school-wide Second Step program.
- ILT twice a month after-school
- Bi-weekly Flex days
- Provide opportunities for teachers to build the leadership skills that capitalize on the leadership skills and experience of others.
- Partnership with Walter Payton High School and students
- Partnership with By The Hand
- Partnership with Chicago Lights
- Partnership with Marwen
- Partnership with MidTown/Metro
- Partnership with Erikson Institute
- Partnership with Junior Achievement
- Partnership with The Near North Unity Program
- First year of College and Career Readiness club
- Acknowledge all student growth routinely (First of every month)
- Cultural celebrations (Dia de los Muertos, St. Patrick's Day, Halloween, Thanksgiving, Los Reyes Magos, Cinco de Mayo)
- Implementation of Achieve3000, a research based non-fiction that tracks Lexile growth and/or regression on a monthly basis to modify instruction and uses evidence to create mini lessons that focus on the needs of the students.
- Student access to multitude of Fine Arts and 21st Century specials (i.e Music, Dance, Technology, Physical Education, Art, Spanish)
- High percentage of staff with Access Certification
- High percentage of teachers with NCLB certification
- High percentage of teachers with ESL/Bilingual Approval

Salazar's Mission

Ruben Salazar creates a nurturing learning environment which meets all students' needs through active engagement with culture, language, and diversity. Ruben Salazar will provide a rigorous program that develops students' academic language skills in English and Spanish by involving all school personnel, parents and members of the wider community as partners in a continuous process of learning and doing.

Salazar believes in supporting all students. The bilingual students are supported either via the heritage program or by receiving instruction in their native Spanish language. In addition, bilingual students who are new to the United States receive English as a Second Language (ESL) instruction. All bilingual students are supported in the other disciplines by having directions repeated in Spanish or clarifications for tasks in Spanish.

EFFECTIVE LEADERS RATING - STRONG

We review the MVMS to identify areas that need improvement as well as celebrations. The last MVMS survey showed a need to improve Teacher influence due to a percentage of 51%. To celebrate, the report reflects an 84% for program coherence. The Five Essentials overall rating for Salazar is Well-Organized for improvement.

COLLABORATIVE TEACHERS - STRONG

It was identified that the collective responsibility section was weak with a 63% and the strength was quality professional Development that had a rating of 91%.

SALAZAR REACH FRAMEWORK for TEACHING

Component 4A of the REACH observation (Growing and Developing professionally) shows that 60% of the teachers are Proficient while 27% are Distinguished.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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 Instructional Leadership Team (ILT) has representation from all grade clusters including the diverse learner teachers and auxiliary staff. Their focus is to ensure that school wide initiatives are identified, which can be supported by effective professional development (PD), data analysis, the review of instructional resources and collaboration among staff. The members generate ideas and suggestions to improve instruction and the professional growth of school personnel. For example they share information they receive via email regarding external workshops or they share information that will benefit the school as a whole by sharing out what they themselves have learned during Flex days, grade level meetings, and/or PD.

The teacher leaders are consistent in sharing through: Schedules, Grade level Meeting agendas, Flex Day and ILT agendas. Teacher Led PD, Differentiated PD. ILT has established a peer to peer observation "Public Practice" schedule to collaborate and provide feedback on Three Reads and Math Talks. After the observations, teachers debrief their observations during the grade level meetings where they receive suggestions/feedback from each other.

The ILT members ensure that every teacher's voice is heard by having discussions during their grade cluster meetings and common collaboration times.

ILT establishes a platform to support unexpected changes that occur after deep data (NWEA, student work, formative assessments) analysis to ensure students are achieving.

ILT contributes suggestions/ideas for school wide targeted goals.

ILT members are facilitating PD and sharing tools and resources to increase student achievement.

Interventionist/Lead ILT analyzes data along with administration to determine groupings, identify resources, coach and model effective practice.

On the MVMS report for Collaborative Teachers the rating was strong with a low percentage of 63% in collective responsibility.

Some components geared for the students and teachers were below the 60th percentile and ILT will develop an action plan to address them on an on-going basis. They are:

Teacher Influence - 51%

English Instruction - 36%

Academic Engagement - 54%

Peer Support for Academic Work - 55%

Academic Personalism - 50%

Course Clarity - 59%

Emotional Health - 35%

Safety - 43%

Student-Teacher Trust - 51%

Academic Press - 54%

Classroom Rigor - 46%

Grit - 14%

Human and Social Resources in the Community - 45%

Inquiry Based Science Instruction - 46%

Parent Supportiveness - 28%

FIVE ESSENTIALS

EFFECTIVE LEADERS RATING - STRONG

We review the MVMS to identify areas that need improvement as well as celebrations. The last MVMS survey showed a need to improve Teacher influence due to a percentage of 51%. To celebrate, the report reflects an 84% for program coherence. The Five Essentials overall rating for Salazar is Well-Organized for improvement.

COLLABORATIVE TEACHERS - STRONG

It was identified that the collective responsibility section was weak with a 63% and the strength was quality professional Development that had a rating of 91%.

SALAZAR REACH FRAMEWORK for TEACHING

Component 4A of the REACH observation (Growing and Developing professionally) shows that 60% of the teachers are Proficient while 27% are Distinguished.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)

- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

Teachers are encouraged to grow professionally by serving as teacher leaders and joining the different TLIs offered through the network and external partners (i. e. Erikson, etc.) The grade clusters share common preparation periods, which are provided daily. Once a week, Principal grade level meetings are held; participation in "Making Practice Public"/peer to peer observations and time is allocated to receive feedback; teacher leaders attend TLIs and share updated strategies.

This year grade cluster teachers observed their peers during the implementation of Math Talks and 3Reads as these were the Mathematical strategies identified to build agents of change. Detailed discussions took place after each observation to provide the observee with comments and additional suggestions for next steps (MVMS - COLLABORATIVE TEACHERS - STRONG - 79% overall rating).

SALAZAR REACH FRAMEWORK for TEACHING

Component 4A of the REACH observation (Growing and Developing professionally) shows that 60% of the teachers are Proficient while 27% are Distinguished.

FLEX DAY PD

Flex days were used to continue the collaboration process and to collaborate on best practice strategies, rubric design, TLI PD share outs, lesson planning, scope and sequence design, bilingual and diverse learning students. Teachers also received district updates from administrators.

Bi-weekly Tuesdays

September 29, 2015 - 7:45 am to 8:45 am
October 13, 2015 - 7:45 am to 8:45 am
October 27, 2015 - 7:45 am to 8:45 am
November 10, 2015 - 7:45 am to 8:45 am
December 1, 2015 - 7:45 am to 8:45 am
December 15, 2015 - 7:45 am to 8:45 am
January 12, 2016 - 7:45 am to 8:45 am
January 26, 2016 - 7:45 am to 8:45 am
February 9, 2016 - 7:45 am to 8:45 am
February 23, 2016 - 7:45 am to 8:45 am
March 8, 2016 - 7:45 am to 8:45 am
March 22, 2016 - 7:45 am to 8:45 am
April 5, 2016 - 7:45 am to 8:45 am
April 26, 2016 - 7:45 am to 8:45 am
May 10, 2016 - 7:45 am to 8:45 am
May 24, 2016 - 7:45 am to 8:45 am
June 7, 2016 - 7:45 am to 8:45 am
June 21, 2016 - 7:45 am to 8:45 am

OTHER PD DAYS

Friday, November 13, 2015 & Friday February 5, 2016
Weekly Grade Level Meetings facilitated by interventionist teacher leader
P-5 Erikson PD - Mon Apr 25, 2016 6 pm – 7 pm
Erikson PD - Looking at Student Work: A Collaborative Approach to Formative Assessment - Friday, April 29, 2016
Erikson Admin PD Thursday, January 28, 2016 8 am – 11 am
October 29, 2015 MTLC 1.4 4:30 pm - 7:30 pm
March 3, 2016 MTLC 2.4 4:30 pm - 7:30 pm

Administrators participate in CPAA/IAA classes and attend workshops offered by their respective network.

COLLABORATIVE TEACHERS - STRONG

It was identified that the collective responsibility section was weak with a 63% and the strength was quality professional Development that had a rating of 91%.

The administrators adhere to the CPS Framework for Teaching guidelines by observing teachers and providing effective feedback with suggestions for improvement (CPS Performance Standards of School Leaders - B2 & B6).

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.

- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

Salazar is proud to have committed teachers who have been on staff for 8 or more years. The teachers are invited to join the interviewing committee to identify the best candidates who are then invited for a second interview with administration. There are several other committees offered for teachers to join and plan events, academic enrichment, support of peers, etc.

The structure of the grade clusters include groupings of teachers with a variety of strengths and weaknesses to create a balance of ideas.

The schedules reflect time allotted for instruction and extra curricular activities. The bell to bell minutes support the CPS guidelines of instructional blocks. Salazar has implemented the Interdisciplinary African and African-American Studies, daily social emotional learning in the classrooms, sex education, New Generation Science Standards, Health and Wellness program to include eating healthy and get moving activities.

This year an intervention teacher provided support for students in all tiers (Tiers 1, 2, & 3) and grade levels

Salazar obtained a variety of resources such as Crosswalk Coach Plus for Reading & Math, Go Math, Achieve 3000, Khan Academy, RAZ Kids for the sustenance of rigor and student achievement. The middle school transition format was restructured to ensure teachers were providing instruction in disciplines where they demonstrated strength.

To maintain an adequate level of student achievement, Salazar has partnered with:

1. DePaul University by hosting excellent student teachers on track to master their craft
2. By the Hand Club who provides mentoring and tutoring to students in the community
3. Chicago Lights who offers students ballroom and other dance style classes
4. Open Book who support and spark reading interest in students in 3rd and 4th grades. They provide books at the end of the program to help the students develop an in-home library.
5. Midtown/Metro provides mentoring and tutoring for students in grades 4th through 8th. Students can continue the program while they are in high school.
6. HighSight program that offers tutoring and scholarship opportunities to students interested in attending boarding, parochial, or private schools.
7. Near North Unity Program (NNUP) supports the school by informing staff of community events and sponsored a pen-pal program for 5th grade students to develop the art of writing by sending notes to same grade level at other schools.
8. Brothers Standing Together Organization mentors young men in the school regarding positive decision making
9. DePaul Mental Health provide emotional services on-site for students and their families
10. Lurie Children hospital provides medical and psychiatric care to students; Often refer parents to emergency services/care.

FIVE ESSENTIALS

Effective Leaders - Strong 74%

Collaborative Teachers - Strong 79%

SALAZAR FRAMEWORK for TEACHING

4A - Reflecting on Teaching & Learning shows that 60% of the teachers are Proficient while 27% are Distinguished.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Salazar teachers use the mapping of the curriculum, which enables them to allocate sufficient time to cover each standard and objective identified in their unit/lesson plans. Once the teachers map out their teaching units, cross-curricular connections are more evident and can be promoted to enable the students to develop real world connections for the concepts. Teachers regularly analyze their curriculum maps to assure that the teaching strategies are clear. This allows the teachers to create a balance between teacher-directed concepts and student-generated investigations.

During grade level meetings, teachers collaborate and create a quarterly scope and sequence using the NWEA data and make adjustments based on students' performances.

School wide high expectations standards are applied for all students. Salazar applies MTSS to ensure students' needs are met at all levels. The interventions are structured to target students in all the levels including tier 1 students.

Implementation of CHAMPS and SEL strategies are applied school wide where signals are used to maintain noise level and engage students as agents to monitor their behaviors and learning.

Research based interventions are provided for students in 2nd through 8th grades by interventionists and classroom teachers. They include small group, pull-outs, and one on one tutoring.

Teachers are encouraged to use the NWEA Learning Continuum and DIBELS/TRC data to drive instructions and aligned resources

The NWEA Skills Survey is used as a progress monitoring tool to gauge student learning and skill attainment as an interim assessment (i.e. BOY and Week 28)..

Curriculum materials are aligned to the CCSS and WIDA standards

Supplemental materials are available for students to use in school or at home. Web sites are also shared with parents to provide additional practice opportunities for skills where students are weak.

RAZ Kids

Khan Academy

Go Math

Achieve 3000

Crosswalk Coach Plus for Reading and Math

FIVE ESSENTIALS

Ambitious Instruction - Strong 63%

Effective Leaders - Strong 74%

Collaborative Teachers - 72%

SALAZAR REACH FRAMEWORK for TEACHING

1E - Designing Student Assessments - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished

2A - Creating an Environment of Respect & Rapport - 16.67% of Teachers have rating of Basic, 16.67% Proficient, and 66.67 % Distinguished

2B - Establishing a Culture for Learning - 8.33% of Teachers have rating of Basic, 16.67% Proficient, and 75 % Distinguished

2C - Managing Classroom Procedures - 8.33% of Teachers have rating of Basic, 8.33% Proficient, and 83.33 % Distinguished

2D - Managing Student Behavior - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished

3B - Using Questioning & Discussion Techniques - 8.33% of Teachers has rating of Basic, 66.67% Proficient, and 25% Distinguished

3D - Using assessment in Instruction - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished

3E - Demonstrating Flexibility & Responsiveness - 16.67% of Teachers has rating of Basic, 0% Proficient, and 66.67 % Distinguished

**Salazar teachers are either proficient or distinguished in all the other components.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational**

in all content areas.

- Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Salazar uses an array of instructional materials to engage students in learning. Technology is incorporated daily for students to practice their skills.

Teachers' lessons are designed to strengthen student learning and are aligned to the standards (CCSS/WIDA)

Instructional materials utilized are:

Achieve 3000
FOSS Kits
Go Math
Crosswalk Coach for Reading and Math,
Wonders/Maravillas and teacher resources as supplements
Khan Academy
Brain POP
Reading A-Z
ABC YA Math program for K
RiT to Resource
IPADs Apps

CCSS, WIDA, and accommodations/modifications are reflected in lesson plans.

Teachers use the Learning Continuum and use various strategies to target students at all instructional levels. They scaffold lessons, allow data to drive instruction, group students either randomly or heterogeneously.

Teachers review and analyze available resources continuously to support the gradual release strategy (I do, we do, you do).

Salazar teachers use the mapping of the curriculum, which enables them to allocate sufficient time to cover each standard and objective identified in their unit/lesson plans. Once the teachers map out their teaching units, cross-curricular connections are more evident and can be promoted to enable the students to develop real world connections for the concepts. Teachers regularly analyze their curriculum maps to assure that the teaching strategies are clear. This allows the teachers to create a balance between teacher-directed concepts and student-generated investigations.

The teachers usually identify other CCSS/WIDA aligned materials on their own to support the students' learning.

FIVE ESSENTIALS

Ambitious Instruction - Strong 63%
Supportive Environment - Neutral 46%

SALAZAR REACH FRAMEWORK for TEACHING

1A - Demonstrating Knowledge of Content and Pedagogy - 16.67% of Teachers have rating of Proficient, and 83.33% Distinguished

1B - Demonstrating Knowledge of Students - 16.67% of Teachers have rating of Proficient, and 83.33% Distinguished

1C - Selecting Instructional Outcomes - 25% of Teachers have rating of Proficient, and 75% Distinguished

1D - Designing Coherent Instruction - 6.67% of Teachers have rating of Proficient, and 83.33% Distinguished

Salazar teachers are proficient or distinguished in these components.

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

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

Third through eighth grade teachers will continue the implementation of Achieve 3000 as part of ELA/Science/Social Studies to ensure students are on the College and Career Readiness path.

Teachers continue to participate in public practice to engage in observation of student learning and gather feedback from peers.

Teachers continue to analyze and use the Learning Continuum to tier students and encourage student to student discourse

Salazar has a strong belief that all students can learn and should receive a quality education. This belief is shared by having high expectations for all students.

The Counselor supports students and their families by providing high school information, hosting a high school fair, shares high school events, hosts a high school application night to provide high school qualifications and applications.

Yearly Salazar host Junior Achievement where professionals from various industries facilitate career lessons with students in K through 8th grades

Salazar's Counselor hosts an annual school wide career fair

Teachers are asked to bring samples of students work for analysis along with other classroom data to evaluate and address areas in need of improvement and celebrations.

FIVE ESSENTIALS

Ambitious Instruction - Strong 63%

SALAZAR REACH FRAMEWORK for TEACHING

2B - Establishing a Culture for Learning - 8.33% of Teachers have rating of Basic, 16.67% Proficient, and 75 % Distinguished

DOMAIN 2:

Proficient 61%

Distinguished 15%

DOMAIN 3:

Proficient 55%

Distinguished 9%

This data will be used to continue supporting teachers with mastering the classroom environment (Domain 2) and delivery of instruction (Domain 3) by having on-going necessary dialogues to strengthen components under these domains.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

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

1 2 **3** 4

Salazar developed a sixth grade for a day program to transition students from intermediate to middle school.

First year implementation of College & Career Readiness (CCR) Club for intermediate students

Bulletin board featuring teachers and staff with their respective colleges/universities they attended with a blurb that states "We went to college, so can you."

Students are exposed to various worlds of work via career fair, visits from professionals who serve as Science Fair Judges, and through guidance classes offered by the counselor.

FIVE ESSENTIALS

Ambitious Instruction - Strong 63%
 Supportive Environment - Neutral 46%

SALAZAR FRAMEWORK for TEACHING

2B - Establishing a Culture for Learning - 8.33% of Teachers have rating of Basic, 16.67% Proficient, and 75 % Distinguished

Transition Plans will be developed for the bilingual students who are undocumented by the counselor in collaboration with the students to inform them of career options in lieu of college completion. In addition to the bilingual students, the diverse learners are mandated within their IEPs to have transition plans completed and Salazar ensures that this policy is followed.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials)

- (CTE), Seal of Biliteracy)
- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Salazar teachers use the mapping of the curriculum, which enables them to allocate sufficient time to cover each standard and objective identified in their unit/lesson plans. Once the teachers map out their teaching units, cross-curricular connections are more evident and can be promoted to enable the students to develop real world connections for the concepts. Teachers regularly analyze their curriculum maps to assure that the teaching strategies are clear. This allows the teachers to create a balance between teacher-directed concepts and student-generated investigations.

Students have opportunities to participate in authentic discourse through class activities that are project based and promote the art of presenting and public speaking.

All instruction is data driven after thorough analysis and data conversations occur.

Students are able to move throughout the tiers (i.e. tier 3 to tier 2 etc.)

Communication is a key factor in all the classrooms. Students have the opportunity to reach out to the teachers and staff for support at all times.

Teachers used various strategies to target students at all instructional levels. They scaffold lessons, allow data to drive instruction, group students either randomly or heterogeneously.

Students in all grade levels are required to complete tasks that are of higher order thinking

Teachers make necessary shifts after progress monitoring to make sure students grasp the concepts and clear up any misunderstandings

FIVE ESSENTIALS

Effective Leaders - Strong 74%

Ambitious Instruction - Strong 63%

Supportive Environment - Neutral 46%

SALAZAR FRAMEWORK for TEACHING

3A - Communicating with Students - 25% of Teachers have rating of Proficient and 75% Distinguished

3B - Using Questioning & Discussion Techniques - 8.33% of Teachers has rating of Basic, 66.67% Proficient, and 25% Distinguished

3C - Engaging Students in Learning - 25% of Teachers have rating of Proficient and 75% Distinguished

3D - Using assessment in Instruction - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished

3E - Demonstrating Flexibility & Responsiveness - 16.67% of Teachers has rating of Basic, 0% Proficient, and 66.67 % Distinguished

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

Score

1 2 **3** 4

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.

MTSS implemented by most teachers where there is an inclusive interventions model. That means that all students are pushed to grow from the lowest to the highest achiever. Based on the NWEA EOY 2015 and MOY 2016 data, it was determined that high performing students had to be supported to prevent flat line data. Interventionists are supporting those students by identifying skills on the learning continuum and using the skills survey to check their progress. The students work on specific rigorous/ challenging tasks to develop mastery.

Interventions are provided either in small groups in/out of the classroom or one on one.

Parents are included in the process by receiving letters which details the student's RiT scores and goals.

Students participate in student/teacher conferences to discuss goals and identify sub-content areas in need of improvement. Their performance data are reviewed in this one-on-one meeting. For example in math the student may have done well in Algebra EOY 2015, but MOY 2016 show a lower RiT score. The discussion would include the two RiT scores and selected task from the Learning Continuum to target. The conference allows the student to take ownership of their learning.

SEL strategies discussed weekly to support students with greater needs that cannot fully get addressed in the classroom. There is a referral system in place for those students to meet with the counselor and/or social worker for support.

FIVE ESSENTIALS

Ambitious Instruction - Strong 63%
 Supportive Environment - Neutral 46%
 Collaborative Teachers - Strong 72%

SALAZAR FRAMEWORK for TEACHING

1A - Demonstrating Knowledge of Content & Pedagogy - 16.67% of Teachers have rating of Proficient and 83.33% Distinguished
 1B - Demonstrating Knowledge of Students - 16.67% of Teachers have rating of Proficient and 83.33% Distinguished
 1D - Designing Coherent Instruction - 16.67% of Teachers have rating of Proficient and 83.33% Distinguished
 2D - Managing Student Behavior - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished
 3D - Using Assessment in Instruction - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished
 3E - Demonstrating Flexibility and Responsiveness - 16.67% of Teachers has rating of Basic, 0% Proficient, and 66.67 % Distinguished

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Teachers create formative assessments that are given to students on a weekly basis.
There are rubrics designed in collaboration with the students for project based assignments.
Teachers maintain students' assessment files that includes their goal sheets and data
Teachers update grades via Gradebook, which parents can view prior to the distribution of qualifications on the CPS Parent Portal.

Salazar assess students for the DWA as scheduled on the assessment calendar within the window indicated.

FIVE ESSENTIALS

Ambitious Instruction - Strong 63%

SALAZAR FRAMEWORK for TEACHING

1C - Selecting Learning Objectives - 25% of Teachers have rating of Proficient, and 75% % Distinguished

1E - Designing Student Assessment - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished

3D - Using Assessment in Instruction - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished

4A - Reflecting on Teaching and Learning - 16.67% of Teachers have rating of Proficient and 83.33% Distinguished

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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 and students interact appropriately and is demonstrated on a daily basis. There is a strong sense of community in the school and classrooms.

The culture for learning is evident as high expectations are for all students. Systems are put in place to support students at every tier level. Progress monitoring is completed based on which tier students are placed.

Teachers and other school staff maintain on-going communication with parents and students. The academic, attendance, and behavioral expectations are shared in the beginning of the school year along with the targeted goals and reminders are sent on as need basis.

FIVE ESSENTIALS

Ambitious Instruction - Strong 63%
 Supportive Environment - Neutral 46%
 Collaborative Teachers - Strong 72%

SALAZAR FRAMEWORK for TEACHING

2B - Establishing a Culture for Learning - 8.33% of Teachers have rating of Basic, 16.67% Proficient, and 75 % Distinguished

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
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

Students are addressed with dignity and confidentiality.

Teachers develop positive rapport with the students and their families.

Parents trust the teachers input when sharing information regarding their children's academics, social emotional, or behavioral concerns.

Students home language is supported via a heritage program that supports students by receiving instruction in their native language of Spanish or clarity of instructions/directions.

FIVE ESSENTIALS

Supportive Environment - Neutral 46%

Collaborative Teachers - Strong 72%

SALAZAR FRAMEWORK for TEACHING

1B - Demonstrating Knowledge of Students - 16.67% of Teachers have rating of Proficient, and 83.33% Distinguished

2A - Creating an Environment of Respect and Rapport - 16.67% of Teachers have rating of Basic, 16.67% are Proficient, and 66.67% Distinguished

Guide for Relational Trust

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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.

1 2 **3** 4

Most students are civil towards teachers, staff, and their peers.

Students receive services in the school that support their emotional well-being

There is collaboration with external social service agency partners

Students participate in after school clubs, talent show, and sports

Student suggestions/ideas are strongly encouraged and implemented

FIVE ESSENTIALS

Supportive Environment - Neutral 46%

SALAZAR FRAMEWORK for TEACHING

1B - Demonstrating Knowledge of Students - 16.67% of Teachers have rating of Proficient, and 83.33% Distinguished

2A - Creating an Environment of Respect and Rapport - 16.67% of Teachers have rating of Basic, 16.67% are Proficient, and 66.67% Distinguished

3C - Engaging Students in Learning - 25% of Teachers have rating of Proficient and 75% Distinguished

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.

- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

In order to ensure students are safe at all times, staff members supervise the transition of breakfast and monitor recess and lunch periods.

Students who ride public transportation are constantly reminded to leave the school vicinity as soon as they are dismissed

Salazar responds to potential dangerous incidents timely.

Safe and nurturing environment are supported via practice of drills.

FIVE ESSENTIALS

Supportive Environment - Neutral 46%

SALAZAR FRAMEWORK for TEACHING

2A - Creating an Environment of Respect and Rapport - 16.67% of Teachers have rating of Basic, 16.67% are Proficient, and 66.67% Distinguished

2C - Managing Classroom Procedures - 8.33% of Teachers have rating of Basic, 8.33% Proficient, and 83.33 % Distinguished

2D - Managing Student Behavior - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**

- Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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

Students' behavior is addressed timely by all school personnel. Parents are notified and if consequences are merited, they are given. Most occasions yield detention or in-school suspensions. Salazar wants to ensure that students are in school to continue learning.

Students are asked to reflect often when inappropriate behaviors occur.

Restorative conversations are used to redirect and guide students into making positive choices/decisions.

FIVE ESSENTIALS

Supportive Environment - Neutral 46%

SALAZAR FRAMEWORK for TEACHING

2A - Creating an Environment of Respect and Rapport - 16.67% of Teachers have rating of Basic, 16.67% are Proficient, and 66.67% Distinguished

2D - Managing Student Behavior - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.

- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 **3** 4

Parents meet weekly as members of the BAC and NCLB. The parent coordinator provides them with school wide updates and invite speakers from various professions to speak with them.

The parents are asked to participate in activities such as field trips, volunteer opportunities, PAT, and LSC

Salazar offers support to parents who do not have access to technology by allotting a day and time to use computers in the school.

Teachers create and disseminate monthly newsletters to inform parents of classroom specific and school activities.

Teachers use various modes of communication to maintain parent contact and reinforce the home school connection

The Dashboard report indicates that Salazar has 29.01 incidents per 100 students.

FIVE ESSENTIALS

Involved Families - Strong 76%

SALAZAR FRAMEWORK for TEACHING

2C - Managing Classroom Procedures - 8.33% of Teachers have rating of Basic, 8.33% Proficient, and 83.33 % Distinguished

4C - Communicating with Families (data not yet available)

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
The SQRP and NWEA MOY data analysis were used to identify the goal	77.00	45.00	70.00	90.00
National School Growth Percentile - Math				
The SQRP and NWEA MOY data analysis were used to identify the goal	56.00	24.00	40.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms				
The SQRP and NWEA MOY data analysis were used to identify the goal	54.50	(Blank)	60.00	70.00
African-American Growth Percentile - Reading				
The SQRP and NWEA MOY data analysis were used to identify the goal	69.00	17.00	30.00	50.00
Hispanic Growth Percentile - Reading				
The SQRP and NWEA MOY data analysis were used to identify the goal	77.00	55.00	70.00	75.00
English Learner Growth Percentile - Reading				
The SQRP and NWEA MOY data analysis were used to identify the goal	(Blank)	(Blank)	0.00	10.00
Diverse Learner Growth Percentile - Reading				
The SQRP and NWEA MOY data analysis were used to identify the goal	13.00	1.00	10.00	30.00

African-American Growth Percentile - Math

The SQRP and NWEA MOY data analysis were used to identify the goal	18.00	14.00	30.00	50.00
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Hispanic Growth Percentile - Math

The SQRP and NWEA MOY data analysis were used to identify the goal	64.00	26.00	30.00	50.00
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English Learner Growth Percentile - Math

The SQRP and NWEA MOY data analysis were used to identify the goal	(Blank)	(Blank)	0.00	10.00
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Diverse Learner Growth Percentile - Math

The SQRP and NWEA MOY data analysis were used to identify the goal	26.00	1.00	10.00	30.00
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National School Attainment Percentile - Reading (Grades 3-8)

The SQRP and NWEA MOY data analysis were used to identify the goal	65.00	52.00	70.00	90.00
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National School Attainment Percentile - Math (Grades 3-8)

The SQRP and NWEA MOY data analysis were used to identify the goal	82.00	65.00	70.00	90.00
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National School Attainment Percentile - Reading (Grade 2)

The SQRP and NWEA MOY data analysis were used to identify the goal	80.00	66.00	70.00	90.00
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National School Attainment Percentile - Math (Grade 2)

The SQRP and NWEA MOY data analysis were used to identify the goal	94.00	99.00	99.00	99.00
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% of Students Making Sufficient Annual Progress on ACCESS

The SQRP and NWEA MOY data analysis were used to identify the goal	33.70	50.50	55.00	60.00
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Average Daily Attendance Rate

Attendance incentives implemented and parents contacted regarding those who are showing signs of truancy	95.70	95.50	96.00	96.50
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My Voice, My School 5 Essentials Survey

The focus is to improve the overall school rating	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

2 of 2 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
To move students from tiers 2 & 3 and to ensure that the higher performing students also show growth				
The NWEA data for the MOY have been analyzed and shifts were implemented to ensure that students are targeted to receive interventions and differentiated instruction in the classroom. Teachers are using the NWEA Learning Continuum and skill deficiencies to target with specific students.	(Blank)	(Blank)	70.00	75.00
Attendance				

We have implemented a number of incentives to improve attendance rate from 95.5% to 96% this school year. We have sent communication to parents of students who are chronic as well as hosting parent conferences with administration.

(Blank)

(Blank)

96.00

96.50

Strategies

Strategy 1

If we do...

If teachers and school leaders analyze formative and summative student data collaboratively monthly, then we create lessons to target the needs of all students (i.e Tier 1, 2, 3 DLs ELs and any other students)

...then we see...

A) Use of Data & Learning Continuum with Fidelity
 B)Strategic student groupings by classroom and intervention teachers
 C) Rigorous lessons that focus on student engagement and include scaffolding and differentiation to meet learning objectives that are aligned to CCSS and WIDA
 D) Continuous teacher improvement from peer-to-peer collaboration and professional learning, including teaching observations and discussions

...which leads to...

- National School Growth percentile in Reading from 45% ile to the 70th percentile
- National School Growth percentile in Math from 24%ile to the 40th percentile
- Potential overall SQRP rating improvement from Tier 2+ to Tier 1
- National School Attainment percentile in Reading from 52%ile to the 70th percentile
- National School Growth percentile in Math from 65%ile to the 70th percentile
- Students meeting or exceeding individual goal attainment
- Improvement in Five Essentials:
 Classroom Rigor move from 46% to 60%
 English Instruction move from 36% to 50%
 Academic Professionalism move from 50% to 60%
 Grit move from 14% to 40%

Tags:

Data Use, Academics, Classroom rigor, Accountability, Academic supports, Achievement, Academic rigor, Collaborative teachers

Area(s) of focus:

5, 1, 3

Action step

Responsible

Timeframe

Evidence for status

Status

A) Review data to identify students' academic strengths and weaknesses. Create lessons to build on student strengths and target learning needs; Teachers use the learning continuum to ensure targeted skills are mastered by students in all tier levels.

Teachers, ILT, Admin.

Sep 14, 2015 to Jun 30, 2016

- Teachers will administer the skills survey and share results at grade level meetings.
- ILT, Grade Level, & Flex Day Meetings are progressing as planned
- ILT will review skills survey data to plan walk-throughs and collaborate with teachers to create effective lesson plans.
- This will allow lead teachers to provide their peers with feedback

On-Track

Data Use, Academics, Classroom rigor, Differentiation, Collaborative teachers

B) Intervention teachers support the students and collaborate with classroom teachers to provide enrichment/remedial support for reading and math

Lead Teachers & Intervention Teachers

Aug 25, 2016 to Aug 31, 2017

- Interventionist/lead teachers will collaborate with classroom teacher to review the Learning Continuum per classroom to identify the tier for each student.
- Teachers will review available resources such as RiT to Resource, Khan Academy, Go Math, Crosswalk and the CC worksheets to create lessons and identify rigorous student tasks
- ILT review lesson plans which is incorporated in their walk-through checklist
- Grade level agenda; Flex day PD agenda

Not started

Academics, Differentiated instruction, Collaboration

C) Improved unit/lesson plans that incorporate specific tasks per tier, evidence of WIDA standards, CCSS, scaffolding, and accommodations / recommendations which will encourage student to student discourse

Teachers

Sep 14, 2015 to Jun 24, 2016

- ILT will review lesson plans quarterly to ensure that grade level standards, EL/DL accommodations/modifications are reflected
- Lesson Plans

On-Track

Differentiated instruction, Classroom rigor, Common core alignment

D) Teacher Leaders facilitate professional development (PD) workshops incorporating strategies from Erickson and TLI trainings

Teachers

Sep 14, 2015 to Jun 17, 2016

- Teachers will attend PDs and bring back strategies that will be shared during grade level and teacher collaboration periods.
- Teacher leaders will share best practice strategies and supplemental resources
- Agendas, signature sheets, TLI invitations

On-Track

Academics, Common core, Staff, Shared leadership

Strategy 2

If we do...

If we ensure that there is a continuum of service for the Diverse Learners (DL) & develop a system of supports for the Bilingual Students quarterly, then we ensure to establish an environment that targets all learners.

...then we see...

- A) Lesson plans that include the WIDA Standards and accommodations/modifications and their implementations to support DL and bilingual students
- B) Quality IEPs with the appropriate settings, SMART Goals and connections to the PLAAF
- C) Use of grade level content as instructional materials
- D) Restructuring of bilingual education support to be evident and in classroom instructions

...which leads to...

- English Learner Growth percentile in Reading from no rating to below 10th percentile
- English Learner Growth percentile in Math from no rating to below 10th percentile
- Diverse Learner Growth Percentile in Reading from 1 percentile to 10th percentile.
- Diverse Learner Growth Percentile in Math from 1 percentile to 10th percentile.
- Improved SQRP rating EOY from level 2+ to level 1
- Five Essentials:
 - Academic Professionalism move from 50% to 60%
 - Grit move from 14% to 40%
 - Course Clarity move from 59% to 65%
 - Student Peer Relationship move from 50% to 60%

Tags:
Diverse Learners, Bilingual, Academics, Student enrichment

Area(s) of focus:
5, 1, 3

Action step	Responsible	Timeframe	Evidence for status	Status
A) DL and Gen Ed teachers will collaborate to develop lesson plans that incorporate WIDA Standards and accommodations/modifications with considerations for the diverse learner students and bilingual students. In addition, there will be a focus on the phonics and phonemic Awareness for 3rd - 5th grade bilingual students	Teachers ILT	Sep 14, 2015 to Jun 30, 2016	- ILT will review lesson plans quarterly to ensure that grade level standards, EL/DL accommodations are reflected - Bilingual lead teacher will review and monitor the lesson plans - Teachers will implement more native language support in all content areas for 3rd grade students which will lead to a better transition of bilingual students into the English curriculum - Lesson Plans - Schedules	On-Track

Lesson planning, Accommodation, Culture and climate, Access

B) Implementation of more small group stations/group work within the resource classrooms with a balance of instruction and tasks that meet the students' needs throughout the academic calendar year that will be monitored weekly during IEP meetings and .	DL Teachers Gen Ed Teachers	Sep 14, 2015 to Jun 30, 2016	- Teachers will collaborate to incorporate grade level content in DL students' IEPs and support for bilingual students - DL teachers will incorporate a wide variety of materials to ensure students are exposed to the grade level contents - Photos, Lesson Plans	On-Track
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Diverse Learners, Academics, Differentiated instruction, Accountability

C) Revised scheduling for middle school classes to target Individual Education Plan (IEP) goals where DL teachers deliver instruction to one grade level per discipline	ILT, Administration, Gen Ed & DL Teachers	Sep 14, 2015 to Jun 30, 2016	- Teachers will provide instruction to specific grades (i.e. 6th grade LA/ 6th grade math or 7th grade LA/7th grade math) - Administration works on schedules to reflect when possible one grade level per discipline.	On-Track
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Diverse Learners, Academics, Collaborative planning, Component 3c

D) - ILT lead teachers will collaborate with classroom teachers to ensure English phonics and phonemic awareness scope and sequence in basal is followed with fidelity	Bilingual Lead, ILT, & Administration	Aug 25, 2016 to Jun 30, 2017	- Teachers will implement more native language support in all content areas for 3rd grade students which will lead to a better transition of bilingual students into the English curriculum - Teachers will identify portion of their content that will be designated as Spanish/English - Lesson Plans - Schedules	Not started
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Bilingual, Best practice, Academic supports, Accommodation, Actions, Instructional

If we do...

Focus on all data (NWEA, DIBELS/TRC, IDEL, & ACCESS) to identify groups of students who would benefit from targeted instruction to reach and surpass individual goals and school wide attainment for reading and math.

...then we see...

- A) targeted support for all students.
- B) rigorous lessons and effective tier 1 lessons
- C) increased student to student discourse

...which leads to...

- National School Growth percentile in Reading from 45%ile to the 70th percentile
 - National School Growth percentile in Math from 24%ile to the 40th percentile
 - Potential overall SQRP rating improvement from Tier 2+ to Tier 1
 - National School Attainment percentile in Reading from 52%ile to the 70th percentile
 - National School Growth percentile in Math from 65%ile to the 70th percentile
- Five Essentials:
 Teacher Influence move from 51% to 60%
 Classroom Rigor move from 46% to 60%
 Academic Personalism move from 50% to 60%

Tags:

MTSS, Assessment, Instruction, Accountability, Data analysis

Area(s) of focus:

1, 2, 5

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

A) Implemented Achieve3000 for grades 3rd - 8th during Science and Social Studies. Implemented Wonders/Maravillas programs in grades k-6th for reading. Implemented Go Math and Khan Academy for math curriculum

ILT
Administration
Teachers

Jan 4, 2016 to
Jun 24, 2016

- Achive 3000 Program reports
-Wonders/Maravillas Reports

On-Track

Academics, Aligned resources, Ccss

B) BRI administered in English, and Spanish when appropriate, to diagnose specific areas of reading difficulty and to establish appropriate progress monitoring goals and interventions with curriculum based assessments

Teachers trained in administering BRI, classroom teachers, intervention teachers

Sep 14, 2015 to
May 13, 2016

- Teachers will identify students who are struggling in reading to receive BRI assessment in English/Spanish
-

On-Track

Data, Interventions, Assessments, Academic mtss, Collaborative planning

C) Implemented student to student discourse by strategically grouping students to ensure everyone's voice is heard and increase student participation

Teachers

Sep 14, 2015 to
Jun 17, 2016

- Teachers will assign tasks that are rigorous to ensure students are taking ownership of their learning
- Students will engage in efficient conversations using reading and math strategies such as 3 Reads, Math Talks, summarizing, making predictions, etc.

On-Track

Instruction, Collective responsibility, Rigor

Strategy 4

If we do...

Make each classroom's daily attendance visible/public by posting it on the door, celebrate and reward students with perfect attendance monthly, and communicate often with parents

...then we see...

- A) improvement in the students' attendance and academic performance
- B) Truant Student Support
- C) Celebrations

...which leads to...

- National School Growth percentile in Reading from 45% ile to the 70th percentile
- National School Growth percentile in Math from 24%ile to the 40th percentile
- National School Attainment percentile in Reading from 52%ile to the 70th percentile

-National School Growth percentile in Math from 65th to the 70th percentile
 -Behavior incidents/misconducts from 29.1 per every 100 students to 20 per every 100 students.
 -school wide attendance from 96.5 % to 97%
 - improvement in students' emotional well-being
 - Five Essentials:
 Grit move from 14% to 40%
 Course Clarity move from 59% to 65%
 Classroom Rigor move from 46% to 60%
 Academic Engagement move from 54% to 65%
 Academic Press move from 54% to 65%

Tags:
 Attendance, Behavior and Safety, SEL, Communication, Academic expectations

Area(s) of focus:
 5, 2

Action step	Responsible	Timeframe	Evidence for status	Status
A) Call to parents by the school and via the CPS Robo Call System	Teachers Admin/Clerk	Sep 7, 2015 to Jun 24, 2016	- Teachers will maintain a communication log documenting parent contact and incidents - Dashboard Report	On-Track

MTSS, Attendance

B) Truant students have their parents contacted and invited to meet with teachers/administration to discuss number of days defaulted and design a plan of action to support the students and their families.	Attendance Clerk Attendance Committee Teachers Administration	Sep 7, 2015 to Jun 24, 2016	- Teachers will document absences and report attendance on time daily - Teachers will inform administration of students who are chronic - Administration will contact Chicago Police Department to conduct wellness checks - Administration will complete home visits	On-Track
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Attendance, Academics, Communication, Parent partnerships

C) Monthly perfect attendance celebrations with recognition and small reward for students	Attendance Committee Teachers Administration	Sep 7, 2015 to Jun 24, 2016	The attendance clerk and committee will track students attendance and provide list of students to be honored.	On-Track
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Attendance, Celebrations

Strategy 5

If we do...	...then we see...	...which leads to...
Implement Restorative Justice Strategies	A) Less reports of bullying incidents; Increase in student attendance; Boost of self-esteem and confidence; reduction in out-of school suspensions B) Continue working with external partners mentoring programs C) Using various counseling and SEL strategies	- Five Essentials: Supportive Environment move from Neutral at 46% to Strong 65% Safety move from 43% to 55% Student-Teacher Trust move from 51% to 60% Peer support for Academic Work move from 55% to 60% Emotional Health move from 35% to 55%

Tags:
 Behavior and Safety, Restorative approaches, Restorative justice, Reflection, Domain 2

Area(s) of focus:
 1, 4

Action step	Responsible	Timeframe	Evidence for status	Status
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A) School wide shift from zero tolerance to having students reflect on their behavior that will lead to alternative disciplinary actions such as detentions and in-school suspensions	All personnel	Sep 14, 2015 to Jun 30, 2016	<ul style="list-style-type: none"> - Teachers will develop strong classroom rules in collaboration with students - Counselor will review SCC with all students via guidance weekly classes - Teachers will implement daily SEL lessons/activities - Misconduct Reports 	On-Track
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SEL, Relationships, Classroom management

B) Counselor will obtain parental consent for students to participate in in-school mentoring programs and group counseling sessions to address conflict resolution, time management, anger/coping strategies etc.	Counselor Social Worker Teachers	Sep 8, 2015 to Jun 10, 2016	<ul style="list-style-type: none"> - Teachers will collect anecdotal notes and refer students for social work, individual or group counseling sessions - Counselor will inform families of sessions and obtain their consent - External partners will schedule mentoring sessions in accordance with school schedule - Referral Form 	On-Track
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Supports, Counseling, Mentoring

C) The daily implementation of SEL strategies will help students develop positive rapport and relationship building skills	All Personnel	Sep 14, 2015 to Jun 17, 2016	<ul style="list-style-type: none"> -Teachers will facilitate the development of a safe environment that promotes positive social interactions between students. - Lead Teachers will attend restorative training - Students will interact openly daily with their peers to learn about one another. 	On-Track
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Climate and Culture, Best practice, Counseling, Safety and order, Core values

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ A) Review data to identify students' academic strengths and weaknesses. Create lessons to build on student strengths and target learning needs; Teachers use the learning continuum to ensure targeted skills are mastered by students in all tier levels.</p> <p>Tags: Data Use, Academics, Classroom rigor, Accountability, Academic supports, Achievement, Academic rigor, Collaborative teachers, Data Use, Academics, Classroom rigor, Differentiation, Collaborative teachers</p>	Teachers, ILT, Admin.	Sep 14, 2015	Jun 30, 2016	On-Track
<p>✚ B) Intervention teachers support the students and collaborate with classroom teachers to provide enrichment/remedial support for reading and math</p> <p>Tags: Data Use, Academics, Classroom rigor, Accountability, Academic supports, Achievement, Academic rigor, Collaborative teachers, Academics, Differentiated instruction, Collaboration</p>	Lead Teachers & Intervention Teachers	Aug 25, 2016	Aug 31, 2017	Not started
<p>✚ C) Improved unit/lesson plans that incorporate specific tasks per tier, evidence of WIDA standards, CCSS, scaffolding, and accommodations / recommendations which will encourage student to student discourse</p> <p>Tags: Data Use, Academics, Classroom rigor, Accountability, Academic supports, Achievement, Academic rigor, Collaborative teachers, Differentiated instruction, Classroom rigor, Common core alignment</p>	Teachers	Sep 14, 2015	Jun 24, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ D) Teacher Leaders facilitate professional development (PD) workshops incorporating strategies from Erickson and TLI trainings</p> <p>Tags: Data Use, Academics, Classroom rigor, Accountability, Academic supports, Achievement, Academic rigor, Collaborative teachers, Academics, Common core, Staff, Shared leadership</p>	Teachers	Sep 14, 2015	Jun 17, 2016	On-Track
<p>✦ A) DL and Gen Ed teachers will collaborate to develop lesson plans that incorporate WIDA Standards and accommodations/modifications with considerations for the diverse learner students and bilingual students. In addition, there will be a focus on the phonics and phonemic Awareness for 3rd - 5th grade bilingual students</p> <p>Tags: Diverse Learners, Bilingual, Academics, Student enrichment, Lesson planning, Accommodation, Culture and climate, Access</p>	Teachers ILT	Sep 14, 2015	Jun 30, 2016	On-Track
<p>✦ B) Implementation of more small group stations/group work within the resource classrooms with a balance of instruction and tasks that meet the students' needs throughout the academic calendar year that will be monitored weekly during IEP meetings and .</p> <p>Tags: Diverse Learners, Bilingual, Academics, Student enrichment, Diverse Learners, Academics, Differentiated instruction, Accountability</p>	DL Teachers Gen Ed Teachers	Sep 14, 2015	Jun 30, 2016	On-Track
<p>✦ C) Revised scheduling for middle school classes to target Individual Education Plan (IEP) goals where DL teachers deliver instruction to one grade level per discipline</p> <p>Tags: Diverse Learners, Bilingual, Academics, Student enrichment, Diverse Learners, Academics, Collaborative planning, Component 3c</p>	ILT, Administration, Gen Ed & DL Teachers	Sep 14, 2015	Jun 30, 2016	On-Track
<p>✦ D) - ILT lead teachers will collaborate with classroom teachers to ensure English phonics and phonemic awareness scope and sequence in basal is followed with fidelity</p> <p>Tags: Diverse Learners, Bilingual, Academics, Student enrichment, Bilingual, Best practice, Academic supports, Accommodation, Actions, Instructional</p>	Bilingual Lead, ILT, & Administration	Aug 25, 2016	Jun 30, 2017	Not started
<p>✦ A) Implemented Achieve3000 for grades 3rd - 8th during Science and Social Studies. Implemented Wonders/Maravillas programs in grades k-6th for reading. Implemented Go Math and Khan Academy for math curriculum</p> <p>Tags: MTSS, Assessment, Instruction, Accountability, Data analysis, Academics, Aligned resources, Ccss</p>	ILT Administration Teachers	Jan 4, 2016	Jun 24, 2016	On-Track
<p>✦ B) BRI administered in English, and Spanish when appropriate, to diagnose specific areas of reading difficulty and to establish appropriate progress monitoring goals and interventions with curriculum based assessments</p> <p>Tags: MTSS, Assessment, Instruction, Accountability, Data analysis, Data, Interventions, Assessments, Academic mtss, Collaborative planning</p>	Teachers trained in administering BRI, classroom teachers, intervention teachers	Sep 14, 2015	May 13, 2016	On-Track
<p>✦ C) Implemented student to student discourse by strategically grouping students to ensure everyone's voice is heard and increase student participation</p> <p>Tags: MTSS, Assessment, Instruction, Accountability, Data analysis, Instruction, Collective responsibility, Rigor</p>	Teachers	Sep 14, 2015	Jun 17, 2016	On-Track
<p>✦ A) Call to parents by the school and via the CPS Robo Call System</p> <p>Tags: Attendance, Behavior and Safety, SEL, Communication, Academic expectations, MTSS, Attendance</p>	Teachers Admin/Clerk	Sep 7, 2015	Jun 24, 2016	On-Track
<p>✦ B) Truant students have their parents contacted and invited to meet with teachers/administration to discuss number of days defaulted and design a plan of action to support the students and their families.</p> <p>Tags: Attendance, Behavior and Safety, SEL, Communication, Academic expectations, Attendance, Academics, Communication, Parent partnerships</p>	Attendance Clerk Attendance Committee Teachers Administration	Sep 7, 2015	Jun 24, 2016	On-Track
<p>✦ C) Monthly perfect attendance celebrations with recognition and small reward for students</p> <p>Tags: Attendance, Behavior and Safety, SEL, Communication, Academic expectations, Attendance, Celebrations</p>	Attendance Committee Teachers Administration	Sep 7, 2015	Jun 24, 2016	On-Track
<p>✦ A) School wide shift from zero tolerance to having students reflect on their behavior that will lead to alternative disciplinary actions such as detentions and in-school suspensions</p> <p>Tags: Behavior and Safety, Restorative approaches, Restorative justice, Reflection, Domain 2, SEL, Relationships, Classroom management</p>	All personnel	Sep 14, 2015	Jun 30, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>+ B) Counselor will obtain parental consent for students to participate in in-school mentoring programs and group counseling sessions to address conflict resolution, time management, anger/coping strategies etc. Tags: Behavior and Safety, Restorative approaches, Restorative justice, Reflection, Domain 2, Supports, Counseling, Mentoring</p>	Counselor Social Worker Teachers	Sep 8, 2015	Jun 10, 2016	On-Track
<p>+ C) The daily implementation of SEL strategies will help students develop positive rapport and relationship building skills Tags: Behavior and Safety, Restorative approaches, Restorative justice, Reflection, Domain 2, Climate and Culture, Best practice, Counseling, Safety and order, Core values</p>	All Personnel	Sep 14, 2015	Jun 17, 2016	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

As recipients of Title 1, the school will involve parents by inviting them to take part in planning sessions during scheduled NCLB monthly meetings. The Parent Advisory Council is also established and meets monthly to review Title 1 budget and provide feedback of the NCLB, Title 1 school parental involvement plan and policy. The NCLB parents will have the opportunity to provide input on the NCLB program. Parents will also have the opportunity to receive a number of parental skills with a focus on how to help their children at home to strengthen the Home-School connection. Parents will also receive Art & Crafts workshops that may be taught to children at home.

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 school will hold the Annual PAC Committee (parent NCLB/ Title 1 informational meeting) on September 29, 2016. The organizational meeting will be held on October 20, 2016. The NCLB/ Title 1 Parent Committee will then meet on a monthly basis every third Thursday of the month. Our PAC secretary sends parents monthly announcements to invite NCLB, Title 1 parents, and all other parents to the monthly PAC meetings.

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.

Administrators and classroom teachers will provide parents with an overview of the Title 1 program as well as an explanation of the school's academic assessments which measure student progress. On-going workshops are held to address the strengthening of Home-School connection. Parents receive student Progress Reports to inform them of their children's academic progress every 5 weeks. Parents will receive NWEA data to help students achieve goals.* Staff will also provide informational workshops to parents on strategies to support children in all content areas as well as training on software that children are using in the classroom and may access at home.

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.

Regular monthly PAC and Title I meetings will be held where parents will have the opportunity to provide feedback. Parents attending PAC will also have the opportunity to decide topics for the agenda as well as make recommendations on the services and materials that their child receives during the school day or after school.

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

The school will provide parents with NWEA results which includes information regarding Math and Reading performance on November 9, 2016. Teachers will also provide parents with their NWEA results in September and January (K-2) and December (3-8). Teachers will also send targeted student goal sheets for Reading and Math NWEA. At the end of the year, parents also receive reports of their children's Reading and Math NWEA results included in their preliminary promotion letters. *

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 receive a notice informing them when his/her child has been assigned to, or taught by, a teacher who is not highly qualified in the winter.

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.

Parents will receive workshops from a number of teachers to assist them with understanding the state standards, the curriculum, as well as how to support and prepare their children for NWEA & PARCC. Parents are also given an explanation of the school's academic assessments; which measure student progress and an overview of the RTI plan as well as Common Core Standards updates. On-going workshops are held to address the strengthening of Home-School connection. Parents receive Student Progress Reports to inform them of their children's academic progress every 5 weeks with suggestions as to how they can support their children. On-going information will be provided regarding promotion policy and the implementation of Common Core. Parents are provided with educational websites to increase students' academic achievement. We have scheduled a State of School Report Parent informational meeting on Wednesday, October 13, 2016 for K- 8 and a second State of the School Report is scheduled for April, 2017.

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.

Our parents will consistently receive workshops to learn skills that will help them improve their children's academic achievement. Parents will be directed to visit the school's website to learn about the technology that can support student learning. Parents will also receive training on the importance and caution of Technology, Cyber Bullying, Coping with difficult situations in life, Stress Management and Nutrition. The parents will also receive on-going communication of outside organizations and organizations will be scheduled to set up informational booths for parents during report card distribution days and other school events. Parents also have access to ESL software and safe use of technology training. Parent Portal assistance, as well as the Arts & Craft year round workshops.

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.

Teachers will receive overview of the important role that parents play in the contribution and support of student's learning on one of the three teacher in-service days. Throughout the year, staff will also learn and collaborate on strategies to recruit parent participation in field-trips, classroom support, and other school events, such as Reading Night, Math Night, and Day of the Child. All information provided to parents will be sent out in Spanish and English to ensure parent understanding. In the process of identifying an LSC member to serve as a classroom representative to contact and/or reach out to parents. Principal will continue to host "Coffee with the Principal" the last Thursday of every month.

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.

The school provides a variety of activities such as monthly parent meetings, Monthly teacher newsletters, workshops, and conferences to have parents become involved on the educational, emotional, and social aspect of their children's learning process. The events scheduled yearly are: Open House, Reading Night, High School Parent Night, Math Night, workshops, committees (NCLB, Bilingual Advisory Committee,) and LSC. The parents also receive informational flyers in Spanish and English regarding other programs or resources available to support their child's learning. We continue to have teachers communicate via telephone calls and Robot call to keep parent abreast of behavior situations.

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.

Our school will continue to nurture on-going parent communication via phone, parent meetings, newsletters, student agendas, school's web site and emails throughout the year. The school will also continue to provide all information to parents in comprehensive language and format as well as in English and Spanish.

Policy Implementation Activities

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

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

n/a

Parent Compact

Complete

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

Ruben Salazar will create a nurturing learning environment which meets all students' needs through active engagement with culture, language, and diversity. Ruben Salazar will provide a rigorous program that develops students' academic language skills in English across content areas while contributing to their Spanish language skills by involving all school personnel, parents, and members of the wider community as partners.

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.

The school will hold the following parent- teacher conferences: There will be the Parent Orientation scheduled for Wednesday, September 14, 2016 for Pre K- 8th gr. where parents will be informed about what their child will be expected to learn and the teachers' expectations. We will also have Parent-Teacher conferences on 11/9/16 & 04/19/17. Other Teacher-Parent conferences will be scheduled as needed by teachers or parents.*

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

The parents will receive reports on their child's progress in the following manner: 1. Progress Reports during the 5th week of every marking period 2. NWEA results in November. MAP for K-2 in September and February. NWEA results for 3rd through 8th. Report Cards in November, February, April, & June. Teachers will also have on-going parent conferences to inform parents about discipline, academic concerns, and expectations. Eighth grade parents will be invited in October to a parent informational night where promotional policies will be distributed and discuss.

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

The parents will receive access to staff during Parent Open House, through Parent Portal, and staff emails. Parents will also find protocol to access teachers in student's agenda. Parents will learn that access to teachers is per parent request before and after school appointments. Teachers may provide parents with their web site information and /or cell numbers. Many teachers have implemented the use of the app Remind to communicate with parents about homework, special events, reminders.

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 encouraged to make themselves available to individual teachers as volunteers for their child's class. Interested parents are asked to complete a volunteer forms at cps parent portal and submit online for processing. Opportunities for volunteering may include: assisting with student projects, participating in field-trips, helping to set up classroom displays, literacy support opportunities, such as tutoring or reading to small groups, assisting in special school events and extra-curricular activities. Parents are also asked to come and shadow their children for a day.

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

The parents will support their children's learning by: Making sure that their child is in school every day, making sure that their child complies with the uniform policy, making sure that homework is completed, and by fostering an environment at home in which the child has ample opportunities to read daily. Parents are also asked to participate as appropriate, in decisions relating to their child's education and to seek outside resources to support the academics, the social emotional of the child, as well as extra-curricular opportunities such as sports and the Fine Arts.

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

The students will share the responsibility for improved student academic achievement by striving for perfect attendance and punctuality, by completing their homework daily, and by asking for help when needed. Students will be asked to complete all classroom and school requirements such as complying with school uniform policy, reading daily, participating in sport programs and activities. Students are asked to work with the teachers and parents to seek and participate in extra-curricular activities such as sports, tutoring, or Fine Arts programs. Students will also be given their NWEA goals and conference with teachers to establish a plan that will allow them to meet and/or exceed their individual targeted goal. Teachers are also incorporating the use of rubrics to encourage students to understand expectations.

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).

The students will share the responsibility for improved student academic achievement by striving for perfect attendance and punctuality, by completing their homework daily, and by asking for help when needed. Students will be asked to complete all classroom and school requirements such as complying with school uniform policy, reading daily, participating in sport programs and activities. Students are asked to work with the teachers and parents to seek and participate in extra-curricular activities such as sports, tutoring, or Fine Arts programs. Students will also be given their NWEA goals and conference with teachers to establish a plan that will allow them to meet and/or exceed their targeted goal. Teachers are also incorporating the use of rubrics to encourage students to understand expectations. Teachers are also acknowledging students who are in the path to College and Career Ready quarterly using the Achieve 3000 reports.

Parent Budget

Complete

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

Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level.
 Communicate with families about school programs and students progress.
 Involve families with their children in academic learning at home, including homework goal setting, and other curriculum- related activities.
 Include families as participants in school decisions, governance, and advocacy activities through school council and PAC.
TIME LINE
 September 22, 2016 Annual Title I Parents Meeting
 October 20, 2016 Organizational meeting - Arts & crafts
 November 17, 2016 Child development and learning- Arts & crafts
 December 15, 2016 Students goals and curriculum - Arts & crafts
 January 19, 2017 End of year Celebration- Arts & crafts
 February 16, 2017 Family and academic learning - Arts & crafts
 March 16, 2017 School involvement - Arts & crafts
 April 20, 2016 Diverse learners workshop - Arts & crafts
 Mayo 18, 2017 Summer programs
 June 15- Arts & crafts, 2017 Educational Field trip

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130,	Teacher Presenter/ESP Extended Day	\$ 0 .00
52130	For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-	

Instructional pay rate applies.

53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	415	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	290	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	600	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	181	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	0	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	0	.00
53510	Postage Must be used for parent involvement programs only.	\$	0	.00
53306	Software Must be educational and for parent use only.	\$	0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	546	.00