



Rachel Carson Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
03/07/2018	Colesio, Irizarry, Ilic, Carrion	Framework Prioritization
03/08/2018	Arriola, Irizarry, Colesio	Update CIWP Members, Goal Setting
03/14/2018	Colesio, Irizarry, Ilic, Carrion	Framework Prioritization
03/15/2018	Arriola, Irizarry, Colesio	Goal Setting
03/21/2018	Colesio, Irizarry, Ilic, Carrion	Framework Prioritization

04/09/2018	Colesio, Kainer, Cruz, Irizarry,	Strategies and Actions
04/10/2018	Colesio, Kainer, Irizarry, Cruz, Flores, Alvarado	Strategies and Actions
04/17/2018	Alvarado,Kainer,Irizarry,Cruz,Flores,Colesio	Strategies and Actions

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Teachers and staff consider the demographics of the school community in developing a shared vision. Teachers and staff use MTSS to make significant decisions both academically and social-emotionally. School acts in a way that consistently reflect the school's core values, beliefs, and priorities in order to establish trust. School has the following committees: Health and wellness, No Bully, Dual Language, BAC, LSC, Literacy Team, ILT, Math Committee, Science Committee. Teachers are provided weekly PD via grade level: building relationship, restorative practices, no bullying, questioning, reading practices, special education, Thinking Maps, outside consultant for reading and writing, PDs with SCIRA, PDs with NWP and IWP. Teachers are given opportunities to spearhead new initiatives.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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Overall, the ILT members collaborate with their grade level colleagues. There is a rubric that we take ourselves 3 times a year, and we do well on. We have an agenda, minutes, a protocol, and a calendar. ILT picks the powerful practice; therefore, our students see the positive outcomes. ILT analyzes data such as school-wide NWEA scores, attendance, fluency data, mCLASS data, and the on and off track data. Our ILT is reflective: we create goals for ourselves, and we are working on how and what it means to be accountable. ILT is divided into two committees: professional development committee and the learning walk committee. The ILT has been responsible of the following PDs: CHAMPS, restorative practice, ThinkingMaps, ReadingPlus, WIDA, SEL, DOK, accountable talk. Also, the learning walk committee gives teachers feedback on their commitment to the powerful practice.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ 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
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Instructional Leadership Team Planning Tools
	PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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Overall, all teachers participate in professional learning opportunities offered through the ILT's cycles of continuous improvement. There is a set calendar where PDs, observations, and safe practice are carried out through our powerful practices. The teachers have received PD on the following: CHAMPS, restorative practice, ThinkingMaps, ReadingPlus, WIDA, SEL, DOK, accountable talk. Teachers are sent to professional development outside of the school as well as welcome all teachers to find their own PD's that interest them.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	8.2. Observes and Evaluates Staff and Gives Feedback to Staff 8.6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

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Time distribution sheet reflects the maximum instructional time that is given to students. The following are grants at the school: afterschool program, girls who code, plays from Chicago fire, Merit school of music, C3WP, community school partnerships, Wonder Writers, ESL Bilingual Support (American Cancer Society, Asthma Van, Ronald McDonald Care Van, Junior Achievement), book fair, career day, Chicago Run, Friend and Family Health Center, immigration lawyer, parent book club with principal, psychologist workshop with parents, coding with parents, no bully's meeting with parents, Community Health partners, Public Health Department, Fox Challenge, Catholic Charities, Pilsen Medical Health Center, Gage Park Field House, Rincon Family Center, L.A. Fitness, Nutritionist, and stress expert. Parents and community members are taught the same strategies that the students are taught, so it helps parents know how to assist their child.

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
Measures	✓ Budget analysis and CIWP
Five Essentials	✓ Five Essentials
MTSS Framework	Effective Leaders, Collaborative Teachers
CPS Framework for Teaching	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Performance Standards for School Leaders	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Aligning Resources with Priorities: Focusing on What Matters Most
✓	Instructional Supports
✓	Strategic Source Vendor List
✓	CPS Instructional Time Guidelines: Elementary School Overview
✓	CPS Instructional Time Guidelines: High School Overview
✓	CPS Instructional Block Guidance: K-2 Literacy
✓	CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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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.

Carson has developed it's own scope and sequence for Reading. Teachers have created and continue creating unit plans that align to the Reading scope and sequence. Unit plans are designed using a Balanced Literacy approach and follow the Understanding by Design Framework. Carson continues developing units that are aligned to the Common Core State Standards, WIDA standards and they include grade appropriate challenging texts and concepts for all students. Teachers supplement their instruction with programs such as; Reading Plus, ThinkCERCA, ThinkingMAPs, IXL and Reading in Motion.

Carson continues to implement the CPS Scope and Sequence for Math. All Grade levels at Carson utilize the Go Math curriculum. Most grades incorporate Math Talks during their Math block. Math lesson plans are aligned to the Common Core State standards and WIDA Standards. Teachers supplement their instruction with programs such as; ST Math and Khan Academy. Carson offers advance courses for qualifying students in grades 6th-8th, such courses are Algebra I and Pre-Algebra.

Carson has a Dual Language program that not only supports their native language but also creates biliterate students. Curricula is adapted as needed for diverse learners and English learners, depending on specific program year or IEP requirements, however all students work with complex texts and concepts at their independent level (as determined through data collection), and all students, including DL's and EL's, are exposed to grade level texts and concepts to provide challenges.

Middle School science classes use SEPUP curriculum and elementary and primary grades use teacher created Science unit plans. Computer coding is offered for all grades across the school.

At Carson teachers implement the Social Emotional Learning curriculum, Second Step. Second Step is implemented weekly in grades Pre-K through 8th grade.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).

- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	- Ambitious Instruction - Effective Leaders - Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum	

Instructional Materials:

Score

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

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Carson incorporates authentic texts in Literacy that are supplemented with anthologies or basal readers as needed. All primary and elementary grades use the Words Their Way program provided by Carson to differentiate and supplement instruction. Carson uses the LLI program as an intervention implemented through MTSS.

In Math, all grades are provided with their materials needed for Go Math!, manipulatives and calculators are provided as needed. Every classroom has a stock of manipulatives.

In Science, grades 6-8 use SEPUP curriculum, and all materials are included and provided. Primary grades have created units and in the past budget has allowed for teachers to purchase books and resources that align to their units.

Carson utilizes a wide variety of technology and web-based programs. Every classroom at Carson has a Smartboards and teachers have access to Chromebook carts or Ipad carts. Many programs are integrated directly into core instruction, such as Brain Pop, ST Math, Khan Academy, Reading Plus, ThinkCerca, IXL, Reading in Motion

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ 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	✓ SGRP Attainment and Growth
Five Essentials	- Ambitious Instruction - Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

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Rigorous Tasks are analyzed through Carson's ILT. The ILT makes a regular practice of conducting learning walks and peer observations across all grade levels in order to improve individual and grade level practices. The ILT incorporates opportunities to review and analyze student work throughout our cycles of continuous improvement. Powerful Practices that have included analysis of students work are Vocabulary, Close reading, Thinking Maps and Questioning and Discussion.

All lesson plans are REACH-aligned and focused on providing rigorous instruction, and there is a continual review of all unit and weekly lesson plans.

Our goal is to incorporate texts, literature-based and non-fiction, that support tasks in comprehension including academic language, text embed reading, writing, and discussion across disciplines. We have provided extensive PD on using DoK within lessons and creating questions that promote higher order thinking.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRIP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction
	2b. Establishing a Culture for Learning
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For Observation Tool
✓	Checking In On Classroom Assignments: Reflect Today's Higher Standards!
✓	Student Work Protocol (SWP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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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)

Each year Carson school hosts a career fair, where many careers are represented in order to meet the interests of students at Carson. At the fair working professionals have the opportunity to present and answer questions for students. Carson has partnered up with Junior Achievement, a program that visits classroom and informs students of career options they have with high school and college degrees.

Each year Carson hosts a high-school fair which is open for 7th and 8th grade students to visit and ask any questions they may have of requirements for acceptance.

Eight grade students are provided ongoing support through the High school application process. A staff member is assigned to work with students individually and work with them multiple times through out the fall, and again in the spring to complete acceptance process.

Carson offers high-achieving students an opportunity to participate in honors-level math, Algebra 1 and Pre-Algebra, which allows students to explore a seminar format they will see in high school and college courses.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS** - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school,

school to post-secondary).

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Identity Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	- Ambitious Instruction - Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
BENOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Everything College ✓ CPS Authority Frameworks ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard	✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCAB, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by

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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.

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Carson's main focus has been for teachers to incorporate higher order thinking Questions that promote discussion, and Close Reading. Teachers communicate the lesson purpose to students and make connections to prior learning as well as to students' background knowledge and experiences. Teachers have been implementing "Thinking Maps" to target vocabulary instruction.

Teachers provide targeted supports to individual students. Through MTSS support teacher monitor student progress and change their instructional practices based on current data. During daily instruction and learning activities such as flexible grouping, anticipating and addressing students' misunderstandings, providing a variety of quality questioning strategies, creating and utilizing rigorous learning tasks and activities, using scaffolded instruction and differentiation. For EL's most teachers use the WIDA standards to identify and align content and language objectives. For diverse learners instruction takes place in the least restrictive environment with many students receiving inclusion support by special education teachers throughout the school day.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	- Ambitious Instruction - Effective Leaders - Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	82. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	

Balanced Assessment & Grading:

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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.

As a school we have an assessment calendar with all school wide assessments such as ACCESS, Seal of Biliteracy, LAS Links, Spelling Inventories, Fluency Snapshots, Performance Tasks, DIBELS, IDEL, TRC, NWEA and PARCC

Teachers analyze ON/OFF track data to create individual learning plans for students. Teachers analyze this data every 5th week and update personal learning plans as needed.

Teachers use the learning continuum provided through NWEA to incorporate supports for students within their small group instruction. Teachers utilize data from ACCESS in order to measure academic language for English Learners. Teachers use this information in order to plan language objectives and supports for EL students.

Teachers record classroom assessments in Gradebook as they follow the CPS guidelines for grading. Five and ten week grading reports are sent to parents to notify them of their children's progress.

Administration meets with teachers to discuss NWEA assessment data and plan next steps for instruction based on areas of concentration found through the discussions.

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 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.
 - 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
Measures	✓ Grade distribution reports (course success rates)
	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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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.

Teachers have chosen students that are Tier 3 and plan supports through the MTSS process. Tier 2 students have been placed in after-school tutoring that focuses on Reading and Math. Tier 1 social-emotional and behavioral supports are provided through the Second Step program, which is implemented in all classes weekly and targeted to the specific needs of each grade level and even each individual class, but essentially provides a working vocabulary and context for students to understand and navigate the needs of their age- and peer-groups. Specific qualifying bilingual students have been chosen to receive support in a bilingual support tutoring program. Special education students have been place in after-school tutoring for support in Reading and Math.

Diverse learners and English learners are exposed to grade-level instruction for at least part of the school day. Carson has inclusion programs at all grades from Kindergarten up, and even LRE 3 students are exposed to grade-level concepts and materials in a general education setting for at least two academic areas daily. Carson is in the process of completing a scope and sequence for Science, Math, at all grade levels, with the intent of providing the same rigorous instruction seamlessly for all students in all classes.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) 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
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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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.

Some teacher demonstrate high expectation for students as they create grade appropriate lesson plans. Some Lesson plans include rigorous learning activities that require students to engage in critical thinking through reading, writing and discussions in all the content areas. Within lesson plans teachers plan to use assessment data to give feedback to instructional strategies that challenge students to take the responsibility for high quality work.

In some classrooms, teachers have established a culture for learning where norms have been established and reflect an importance of high quality work. Teachers have instilled in students a high regard in interactions among individuals about the activities and assignments, the look of the classroom, and the general tone of the class.

During the school year teachers meet with students to discuss their NWEA goals and in turn teachers use that data to plan for individual students. Teacher creates learning goals relevant to students' learning needs and interests to motivate students to stay committed to meeting their goals.

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 ✓ SQRTP Attainment and Growth
Five Essentials	- Ambitious Instruction - Collaborative Teachers - Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 30 ✓ Social Emotional Learning Supports (cps.edu/SEL) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

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Teachers in grades Pre-k - 8th grade, teach a lesson of SEL using the curriculum Second Step.

The ILT has provided PD on building student/teacher relationships and implementing restorative practices. When problems arise between students or within a classroom, teachers have the opportunity to address them through Second Step and consider their students' needs. Teachers are expected to implement learned practices in order for students to feel free to open up and acknowledge what they do not know, take risks, and use their knowledge and expertise to support others in the community.

Teachers are expected to administer interest surveys through out the school year in order for teachers to use that data to plan opportunities of making students feels valued in the classroom.

Guide for Relational Trust

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

- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	- Collaborative Teachers - Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
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
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/set)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

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.

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There are many extracurricular activities offered to Carson students which include: band, choir, guitar group, Florkloric dance, modern band, student council, soccer, basketball, volleyball Girls on the Run. Girls who code, Chicago Fire Soccer P.L.A.Y.s., You be the Chemist, Wonder Writers, Students also have the opportunity to be members of the You Be the Chemist school team, the debate club, the yearbook, and the student council. Student council members contribute to the school community by creating activities that motivate their classmates and build a positive school environment.

A select group of middle school students in sixth through eighth grade take Algebra I classes during the enrichment block. These classes will help them meet the requirement for freshmen Algebra.

Eighth grade students are required to give back to their school and local community by performing 20 hours of service during their eighth grade year.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics culture**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MYHS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS 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

Carson has a school safety protocol that is reviewed yearly and it is used as a bases for providing training in different situations. This includes the following; Shelter in place, fire drill, Earthquake drills, bus evacuation drills, and lock down(soft/hard) drills.

Withing the school day security personal, teachers and staff monitor the main entrances and ensure to implement the visitor protocol, which is having all personal and visitors sign in and out as they enter or leave the building.

Parents and guardians are required to show identification when picking up their children early from school and then signing them out in the office. In addition, students are required to carry a pass when moving from one area of the school to the next such as going to the washroom, going to the office etc.

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

The school has implemented a program called No bully. Teachers have received training on how to identify bullying and how to approach a bullying situation. Certain teachers were trained to become Solution Coaches, in order to implement supports for students that may feel they are being bullied.

There is a school counselor, caseworker and a case manger available to meet with students who have behavior and/or social and emotional issues. This is in addition to the social worker and school psychologist who work in the school 2-3 days per week. Students are encouraged to go home directly from school at the end of the school day and for their safety not to loiter on the school premises.

Guide for Safety & Order

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

- solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety"
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
Measures	✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Social Emotional Learning Supports (cps.edu/sel)

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.

Teachers have received ongoing PD on building teacher/student relationships and restorative practices. Teachers are expected to implement these approaches in order to drive a positive change within the classrooms.

Teachers have had more reflective conversations within grade levels on working with individual students to motivate them to want to do well in school and in their academics.

We have built a solutions coach team that received training. This team will focus on including some bullies in restorative circles in order to change their behaviors this in turn changing the approach from a punitive to a restorative one.

The school has a MTSS committee made up of faculty and staff who work to establish procedures and expectations for student behaviors in the classroom and all areas of the school including the hallways, washrooms, lunchrooms, entrance and dismissal. The committee is also working on effective communication of this information to all involved parties.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.

- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

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

The school has very involved parents who form part of the BAC, ESSA, and LSC. Parents show a high regard in working with the school in order to support their childrens academic success.

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

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

The Parent committees offer many presentations for parents on topics such as; financial aid planning, psychologists, nutrition, benefits of bilingualism, understanding bullying.

Guide for Parent and Family Partnership

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

- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	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 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Restorative Approaches to Discipline	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Most of our powerful practices have had a focus on reading. Therefore, we expect more students will meet their expected growth by the end of the year.	91.00	79.00	85.00	87.00	90.00
National School Growth Percentile - Math					
Carson adopted a new math curriculum last year. Our teachers feel more confident teaching our new math curriculum. Therefore, we expect more students meeting the math expected growth by the end of the year. Additionally, we have a new 6th grade math teacher. As a result, we expect double or triple the number of students meeting their expected growth when compared with last year's 6th grade end of the year results.	70.00	70.00	80.00	85.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We expect our students increase by 5% points on every year. Student fall and winter data has been analyzed carefully to adjust instruction or create support systems for students to advance their learning and meet they individual expected growth target.	64.10	62.70	70.00	75.00	80.00
African-American Growth Percentile - Reading					
Carson does not have a subgroup for this category.	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
Most of our student population is Hispanic and bilingual. Therefore, our Powerful Practice has been centered on reading and bilingual students. It is expected that Hispanic student increase every year by 5% points.	92.00	76.00	80.00	85.00	90.00
English Learner Growth Percentile - Reading					
Most of our student population is Hispanic and bilingual. Therefore, our Powerful Practice has been centered on reading and bilingual students. It is expected that Hispanic student increase every year by 5 more percentage points. We will continue working with the faculty who needs to get his/her ESL certification to best service English learners' academic and second language needs.	96.00	73.00	80.00	85.00	90.00
Diverse Learner Growth Percentile - Reading					
Carson does not have a subgroup for this category.	(Blank)	(Blank)	0.00	0.00	0.00
African-American Growth Percentile - Math					

Carson does not have a subgroup for this category.	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
Carson has been implementing a new math curriculum school-wide. Therefore, as the students learn the same math academic language and math approach, it is expected that all 2-8 grade students increase their expected growth by 5% points. In addition, our teachers feel more confident teaching the new math curriculum.	73.00	68.00	75.00	80.00	85.00
English Learner Growth Percentile - Math					
Carson has been implementing a new math curriculum school-wide. Therefore, as the students learn the same math academic language and math approach, it is expected that all 2-8 grade students increase their expected growth by 5% points. In addition, our teachers feel more confident teaching the new math curriculum. Moreover, it expected that all Carson teachers get the ESL endorsement by 2020, so that English learners' need are met.	73.00	65.00	70.00	75.00	80.00
Diverse Learner Growth Percentile - Math					
Carson does not have a subgroup for this category.	(Blank)	(Blank)	50.00	55.00	60.00
National School Attainment Percentile - Reading (Grades 3-8)					
Carson will continue monitoring all those students who are near the 50%-ile through the after school program, interventions, or enrichment program. We have also been implementing a new online program, Reading Plus, to support the students in practicing their reading comprehension as well as to customize the reading articles or texts they are interested in. In addition, more book clubs, guided reading and small group instruction has been revisited to ensure all students have access to Tier I instruction. It is expected that 5% more of students will be at the national attainment percentile.	57.00	67.00	70.00	75.00	80.00
National School Attainment Percentile - Math (Grades 3-8)					
A new math program has been implemented since two year ago. Therefore, it is expected that more students are at attainment level after they get used to new academic language as well as how math is done. In addition, students will be supported through after school program, intervention and enrichment programs. In addition, Carson School continues implementing ST Math and IXL to support students' academic math achievement. It is expected that 5% more of 3-8 grade students will be at or above the national attainment level every school year.	66.00	68.00	70.00	75.00	80.00
National School Attainment Percentile - Reading (Grade 2)					
Carson will continue monitoring all those students who are near the 50 percentile through the after school program, interventions, or enrichment program. In addition, informational texts have been more strategically implemented during instruction to meet the needs grade 2 students. In addition, more book clubs, guided reading and small group instruction has been revisited to ensure all students have access to Tier I instruction. It is expected that 5% more of students will be at the national attainment percentile.	37.00	71.00	75.00	80.00	85.00
National School Attainment Percentile - Math (Grade 2)					
A new math program has been implemented since two year ago. Therefore, it is expected that more students are at attainment level after they get used to new academic language as well as how math is done. In addition, students will be supported through after school program, intervention and enrichment programs. In addition, Carson School continues implementing ST Math to support students' academic math achievement. It is expected that 5% more of 2 grade students will be at or above the national attainment level every school year.	36.00	59.00	70.00	75.00	80.00
% of Students Making Sufficient Annual Progress on ACCESS					

Our dual language department has been supporting and developing students' English academic school through the implementation of English guided reading, phonic instruction and content academic language in science. Dual language teachers have been teaching to develop bi-literary in the instruction of English learners through the implementation of bridging and oracy. Our English only teachers are expected to complete the ESL endorsement by 2020 to best service English learners. Therefore, it is expected that English learners will increase by 5% points every year.	36.20	(Blank)	45.00	55.00	65.00
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Average Daily Attendance Rate

Every month, student attendance is analyzed by the all school personnel. Then strategies are created by each grade level to implement to improve student attendance. Parents are called every day when the child is absent by the office personnel and the teachers. Chronically truant students are visited at home to have them come to school. It is expected that our student attendance stays above 96% and move up close to 98%.	96.70	96.60	96.90	97.00	97.50
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My Voice, My School 5 Essentials Survey

Results will be discussed with teachers, students and parents to answer any questions and to improve any areas after the discussion.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

provide professional learning opportunities aimed at strengthening Reading and Math content

...then we see...

differentiated instruction, academic growth, and aligned curriculum

...which leads to...

87% or students meeting or exceeding their expected growth in Reading by the end of the 2018-2019 school year and 90% of students meeting or exceeding their expected growth in Reading by the end of the 2019-2020 school year. 85% or students meeting or exceeding their expected growth in Math by the end of the 2018-2019 school year and 90% of students meeting or exceeding their expected growth in Math by the end of the 2019-2020 school year.

Tags:

Differentiated instruction, Accountability, Scope and sequence, Academic supports, Small group instruction, Close reading, Unit plans, Aligned curriculum, Individualized learning

Area(s) of focus:

1, 2, 4

Action step

Provide professional development in the Math content focused on Math talks and small group instruction/centers using the learning continuum as a benchmark

Responsible

Math committee

Timeframe

Aug 27, 2018 to
Jun 20, 2019

Status

Not started

Differentiated instruction, Accountability, Academic supports, Aligned curriculum, Individualized learning

Provide professional development in the Reading content focused on a balanced literacy through a emphasis on close reading

All teachers
ILT
Literacy Team

Aug 27, 2018 to
Jun 20, 2019

Not started

Scope and sequence, Differentiation, Close reading, Unit plans, Aligned curriculum

Strategy 2

If we do...

Continue using the Understanding by Design framework to create a unit based scope and sequence for Reading and Math that aligns horizontally and vertically that challenges all students (diverse learners, English language learners, and advanced learners)

...then we see...

a student centered curriculum that enhances student growth

...which leads to...

Teachers determining student ability and fostering student learning

Tags:

Diverse Learners, Academic rigor, Social emotional learning, Student centered, Aligned scope and sequence

Area(s) of focus:

5, 1, 4

Action step

to meet the needs of all students teachers will design a rigorous unit plan supported by, incorporating WIDA standards, social emotional standards, and diverse learner modifications and accommodations

Responsible

All Teachers
Dual Language
Committee
ILT

Timeframe

Aug 27, 2018 to
Jun 20, 2019

Status

Not started

Wida, Social emotional learning, Modifications, Unit plans, Accommodations

Strategy 3

If we do...

provide rigorous, differentiated instruction through grade level aligned appropriate units

...then we see...

students implement the skills necessary for real world application

...which leads to...

Lessons designed to carefully support students in moving to higher levels of thinking

Tags:

Differentiated instruction, Rigorous tasks, Teacher implementation, Aligned curriculum, Real world application

Area(s) of focus:

3, 1, 4

Action step

Grade level collaboration to provide students with rigorous higher order thinking questions. Have high complex text so students are focused on comprehension strategies through close reading

Responsible

All teachers
ILT
Administration

Timeframe

Aug 27, 2018 to
Jun 20, 2019

Status

Not started

Close reading, Collaborative teachers, Complex texts, Complex tasks, Higher order thinking

Strategy 4

If we do...

continue progress monitoring through the tracking of students learning through assessment data (NWEA, Spelling Inventories, Fluency Snapshots, Access scores, DIBELS/IDEL, and TRC)

...then we see...

teachers differentiating instruction.

...which leads to...

responsiveness to instruction, and evaluation of the effectiveness of teacher instruction.

Tags:

Assessment, Instruction, Progress monitoring, Data analysis, Student centered

Area(s) of focus:

4, 1, 3

Action step

Responsible

Timeframe

Status

teachers will receive professional development to plan and create intentional individualized instruction of on and off track students.	ILT All teachers	Aug 27, 2018 to Jun 20, 2019	Not started
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Professional development, Progress monitoring, Data analysis, Individualized educational plans, Interventions and supports

teachers will receive professional development to plan language objectives	Dual Language leadership team All teachers	Aug 27, 2018 to Aug 31, 2018	Not started
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Differentiated instruction, Language objectives

Strategy 5

If we do...

implement a curriculum that is focused on social emotional learning that develops the entire student

...then we see...

teachers creating a community based on promoting a healthy learning environment

...which leads to...

teachers promoting social and emotional development and teaching and modeling social and emotional skills

Tags:

Community, Social emotional learning, Student centered, Learning environment

Area(s) of focus:

5, 1, 3, 4

Action step

continue with professional development for teachers on the social emotional curriculum (second Step, No Bully, Champs, GREAT program) and supports

Responsible

MTSS

Timeframe

Aug 27, 2018 to Jun 20, 2019

Status

Not started

Social emotional, Professional development, Building emotional skills, Community outreach

teachers will continue to receive professional development on building positive relationships, student self confidence and growth mindset	MTSS ILT All teachers	Aug 27, 2018 to Jun 20, 2019	Not started
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Professional development, Growth mindset, Respect and rapport, Positive relationships, Self confidence

Action Plan

Strategy 1

NOT STARTED

Provide professional development in the Math content focused on Math talks and small group instruction/centers using the learning continuum as a benchmark"

Aug 27, 2018 to Jun 20, 2019 - Math committee

Status history

NOT STARTED

May 04, 2018
Evidence

NOT STARTED

Provide professional development in the Reading content focused on a balanced literacy through a emphasis on close reading"
Aug 27, 2018 to Jun 20, 2019 - All teachers ILT Literacy Team

Status history

May 4

NOT STARTED

May 04, 2018
Evidence

Strategy 2

NOT STARTED

to meet the needs of all students teachers will design a rigorous unit plan supported by, incorporating WIDA standards, social emotional standards, and diverse learner modifications and accommodations"

Aug 27, 2018 to Jun 20, 2019 - All Teachers Dual Language Committee ILT

Status history

May 4

NOT STARTED

May 04, 2018
Evidence

Strategy 3

NOT STARTED

Grade level collaboration to provide students with rigorous higher order thinking questions. Have high complex text so students are focused on comprehension strategies through close reading"

Aug 27, 2018 to Jun 20, 2019 - All teachers ILT Administration

Status history

May 4

NOT STARTED

May 04, 2018
Evidence

Strategy 4

NOT STARTED

teachers will receive professional development to plan and create intentional individualized instruction of on and off track students."

Aug 27, 2018 to Jun 20, 2019 - ILT All teachers

Status history

May 4

NOT STARTED

May 04, 2018
Evidence

NOT STARTED

teachers will receive professional development to plan language objectives"

Aug 27, 2018 to Aug 31, 2018 - Dual Language leadership team All teachers

Status history

May 4

NOT STARTED

May 04, 2018
Evidence

Strategy 5

NOT STARTED

continue with professional development for teachers on the social emotional curriculum (second Step, No Bully, Champs, GREAT program) and supports"

Aug 27, 2018 to Jun 20, 2019 - MTSS

Status history

May 4

NOT STARTED

May 04, 2018
Evidence

NOT STARTED

teachers will continue to receive professional development on building positive relationships, student self confidence and growth mindset"

Aug 27, 2018 to Jun 20, 2019 - MTSS ILT All teachers

Status history

May 4

NOT STARTED

May 04, 2018
Evidence

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.

ESSA Program

☒ ESSA Schoolwide Program

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

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

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

☒ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Our School is receiving ESSA Title I for the 2018-2019 school year. We currently have a Parent Advisory Council that meets regularly to review the Title I Budget and receive training. This will continue 2018-2019. The parents of ESSA students attend these meeting and receive training. Parents are offered information on the ESSA programs at Carson in terms of review and improvement.

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

The Annual Title 1 Meeting was held on 09-14-18. At this time parents will be informed of the school's ESSA title I program and offer input on what they would like in terms of program offerings, services, and materials/supplies. Title I requirements also will be shared and as well as parents rights to be involved in the program. We will find out at this meeting how parents wish to be notified of future meetings and at what is convenient for them. Also there will have PAC election for parents officers of the ESSA title I parent involvement program. The PAC Organizational Meeting was held on 10/12/18.

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

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

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

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

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

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

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

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

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

There are funds available in the school's ESSA Title I budget that provide parents opportunities to attend conferences, seminars, workshops. Furthermore, parents can obtain subscriptions from periodicals that provide literacy training and technology. At the monthly PAC meetings, there will be a consultant/trainer present who will give parents a presentation on how they can help their child at home with academics. The monthly PAC meetings are expected to help increase parent involvement. Parents are also given opportunities to attend family nights where strategies are presented to help assist their child's learning. In addition, parents have an opportunity to participate in the Parent Book Club meeting with the principal. In the Parent Book Club meetings, parent learning reading comprehension strategies as well as skills on how to help their child improve their engagement in school.

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

Staff will be given ongoing professional development in building working relationships with parents that treats them as partners in the educational process. This includes workshops given during regular staff meetings as well as the opportunity to attend outside seminars, in-services, etc. Staffs are required to develop a suitable rapport with parents by establishing clear communication channels early in the school year and then maintaining them. Part of these channels includes encouraging parent volunteers. In addition, because our students walk to school, the teachers will be able to communicate with parents often if need be. Most of our students walk to school. Additionally, parent have many formal opportunity to connect with their child's teacher though our Open House meetings in September and Parent-Teacher Coffee meetings in October before Report Card Pick Up in November. Parents are also invited to participate in our monthly family nights.

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

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

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

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

Policy Implementation Activities

☒ The LSC will approve the school improvement plan and monitor the CIWP.



In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.



The school will coordinate the parent and family engagement programs identified in the CIWP.



The school will evaluate the Parent and Family Engagement 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

School-Parent Compact

Complete

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

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

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

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

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

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

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

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

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

Rachel Carson School has always welcomed parents to volunteer and participate in their children's education. Carson has an "open door policy". Parents can come to the school at anytime although they are strongly encouraged to call first to set up an appointment for their visit. We welcome and embrace volunteers to assist in the Pre-K classrooms, go on field trips as a chaperon or help out at entrance and dismissal time as parent patrol. In addition, parents are always welcome to participate in the BAC and ESSA Title 1 committees.

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

At Carson there will be a number of programs during the school year to help parents support their child's learning. These include formal parent training tips, ESL classes, parent book club, computer training and workshops offered by teachers/presenters at the school during family nights, BAC and PAC workshops. Parents will also be able to support their child's learning by working closely with teachers on checking student homework, planners, and nightly reading logs. Parents are also able to use the parent portal to monitor their child's academic progress. Additionally, parents are encouraged to call the office to report their child's absence for the day. Carson has high expectation for student attendance. We firmly believe that students need to be present to learn. Therefore, Carson works closely with parents to ensure their child has perfect attendance each school year.

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

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

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

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

Parent Budget

Complete

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

During the 2018-2019 school year, our parents will continue to receive ESL and computer classes led by a Carson teachers. These ESL and computer classes will begin in October and run until the funds are spent. Funds will be allocated to provide a coffee and cookies for parents during ESSA Title I meetings. Funds will also be allocated for parents to attend parent workshops as well as visiting city museum and universities. The funds for the museums will be for transportation. Lastly funds will be allocated to provide supplies to parents during PAC-ESSA Title I meetings. Educational books will be purchase for the parents as well.

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

Account(s)	Description	Allocation		
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	1522	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1100	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	700	.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)	\$	Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	200	.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.	\$	1500	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent and family engagement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00

