Rueben Salazar Elementary Bilingual Center / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Lourdes Jimenez	Principal	ljimenez1@cps.edu	Has access
Jenele Anderson	Counselor	janderson108@cps.edu	Has access
Susan Echeverria	3-5 LA teacher	secheverria@cps.edu	Has access
Debra Giffith	6-8 LA Teacher	djgriffith@cps.edu	Has access
Nancy Pena	4/5 Diverse Learner Teacher	npena2@cps.edu	Has access
Leticia Contreras	6-8 Math Teacher	lcontreras@cps.edu	Has access
Katleya Healy	6-8 Math Diverse Learner teacher	khealy@cps.edu	No Access
Ana Rodriguez	6-8 Social Studies teacher	amrodriguez18@cps.edu	Has access
Lesley Escobar	3-5 Math Teacher	lsescobar@cps.edu	Has access
Evdokia Skiadopoulos	3-5 Science Teacher	eskiadopoul@cps.edu	Has access
Maria Ayala	3rd grade Teacher/Bilingual Lead	mcayala@cps.edu	Has access
Rosa Villareal	LSC Secretary	rosa68@sbcglobal.net	No Access
Harold Ramirez	Parent Coordinator	haramirez1@cps.edu	Has access

Lorena Herrera	Community Rep	No Access

Team meetings

Date	Participants	Topic
02/28/2018	Jimenez, Anderson, Echeverria,	Review and prepare for meeting on 3/5/18
03/05/2018	Jimenez, Moffat, Echeverria, Anderson	Attended the network informational meeting and begin working on the SEF section.
03/15/2018	Jimenez, Echeverria, Moffat, Contreras, Anderson	During grade level meetings clusters went through and evaluated SEF sections.
03/13/2018	Instructional Lead Team	Continued to go through the SEF sections to finish evaluating SEF sections
04/03/2018	Instructional Lead Team	Review the new driver diagrams to create the specific Actions that align to the first Theory of action.
04/12/2018	Instructional Lead Team	Continue to develop the specific actions that align to the second and third Theory of Action.
05/16/2018	ILT	Update and finalize Strategies (Theory of Action) and identify person responsible for progress monitoring
05/03/2018	Grade Level Clusters (grade level meeting)	Clusters reviewed the Theory of Actions and ensured that the actions were SMART goals. Break down any action items that may have several tasks to manage.

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

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

Salazar's core values include:
- Embracing Diversity
- Rich Culture that includes bilingualism
- Social Emotional Learning (SEL)
- Academic awareness
-Rigorous curriculum for all
-Personalized Learning

Parents, guardians, and community share the message that Salazar provides an atmosphere that is welcoming, nurturing, and offers rigor in their curriculum. Our vision is to meet students' needs to make Salazar a true choice school. The mission and vision is shared throughout the year during:

- NCLB Meetings & Workshops
-School Web site
- State of the School report
-Orientation/Open House
-Completing Third year school-wide Second Step program.
-Staff meetings such as ILT meeting twice a month, weekly grade level meetings
-Provide opportunities for teachers to build the leadership skills that capatilize on the leadership skills and experience of others.
- Partnership with Walter Payton High School and students
-Partnership with Peggy Notebaert Nature Museum
-Partnership with SeniorCorps with the City of Chicago (Grandparent Volunteers)
- Partnership with By The Hand
- Partnership with Chicago Lights
- Partnership with MidTown/Metro
- Partnership with Junior Achievement
-Partnership with Chicago Park District (Seward Park)
-Girls on The Run led by Teacher volunteers
-CPS SCORE sports initiative (boys and girls basketball, soccer, etc...)
- Partnership with The Near North Unity Program
-Partnership with Open Books- Reading Buddy Program
- Third year of College and Career Readiness club
-Third year of College and Career Readiness quarterly celebrations
- Acknowledge all student growth routinely (First of every month)
- Cultural celebrations (Dia de los Muertos, St. Patrick's Day, Halloween, Thanksgiving, Los Reyes Magos, Cinco de Mayo)
- Implementation of Achieve3000, a research based non-fiction that tracks Lexile growth and/or regression on a monthly basis to modify instruction and uses evidence to create mini lessons that focus on the needs of the students.
-Progress Monitoring of all students (DIBELS/IDELS and Achieve3000)
-Interim Assessments (1st - 8th)
- Student access to multitude of Fine Arts and 21st Century specials (i.e Music, Dance. Technology, Physical Education, Art, Spanish)
- High percentage of staff with Access Certification
- High percentage of teachers with NCLB certification
- High percentage of teachers with ESL/Bilingual Approval
-Variety of after-school clubs (yearbook, technology, Taekwondo, Reading and Math tutoring, art, The Academy Group,)

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

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

EFFECTIVE LEADERS RATING - STRONG
We review the MVMS to identify areas that need improvement as well as celebrations. The last MVMS survey showed a slight improvement in the Teacher influence, but we still need to improve as it is still at a 55% percentage. To celebrate, the report reflects a 77% for Instructional Leadership. The Five Essentials overall rating for Salazar is Well-Organized for improvement.

COLLABORATIVE TEACHERS - STRONG
It was identified that the collective responsibility section was weak with a 54% and the strength was quality professional Development that had a rating of 80%.

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

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - 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:

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

Score

1   2   3   **4**

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

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

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

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

ILT contributes suggestions/ideas for school wide targeted goals.

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

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

ILT meets with Innovare's Data Strategists to create data based school-wide improvement action plans.

On the MVMS report for Collaborative Teachers the rating was neutral with a low percentage of 58% in collective responsibility.

Some components geared for the students and teachers were below the 60th percentile and ILT will develop an action plan to address them on an on-going basis. They are:
-Teacher Influence - 55%
-Collaborative Practices - 58%
-Collaborative Responsibility - 54%
-English Instruction - 51%
-Math Instruction - 40%
-Academic Engagement - 46%
-Peer Support for Academic Work - 43%
-Academic Personalism - 39%
-Course Clarity - 51%
-Emotional Health - 33%
-Safety - 35%
-Student-Teacher Trust - 41%
-Academic Press - 45%
-Classroom Rigor - 30%
-Grit - 16%
-Human and Social Resources in the Community - 43%
-Inquiry Based Science Instruction - 16%
-Parent Supportiveness - 39%
-Student Peer Relationships - 27%

FIVE ESSENTIALS

EFFECTIVE LEADERS RATING - STRONG
We review the MVMS to identify areas that need improvement as well as celebrations. The last MVMS survey showed a need to improve Teacher influence due to a percentage of 55%. To celebrate, the report reflects a 77% for Instructional Leadership. The Five Essentials overall rating for Salazar is Well-Organized for improvement.

COLLABORATIVE TEACHERS - STRONG
It was identified that the collective responsibility section was weak with a 54% and the strength was quality professional Development that had a rating of 80%.

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

ILT Meetings Bi-Weekly Tuesdays from 7:30 am-8:30 am
9/26/17
10/11/17
10/24/17
11/7/17
11/21/17
12/5/17
12/19/17
1/17/18
1/30/18
2/13/18
2/27/18
3/13/18
4/3/18
4/17/18
5/1/18
5/15/18
6/5/18

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:

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

Score

1 2 3 **4**

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

PEER OBSERVATION CYCLES- This year teachers have participated in peer observations to ensure that we are creating learning environments where students are engaged in building Agency, Authority, and Identity. Observe the extent in which students have an opportunity to form an opinion, explain, make arguments and build on one another's ideas to build Agency (ability to engage academically), Authority (having command of the content), and Identity (seeing themselves as problem solvers and creators).

Cycle I- January 23, 2018 9:00a.m. - 11:30a.m.
Cycle II - April 4, 2018 9:00 am - 11:30 am
Cycle III - April 24, 2018 9:00 am - 11:30 am
Cycle IV June 7, 2018 9:00a.m. - 11:30a.m.

VERTICAL COLLABORATION- This year third through eighth grade Social Studies and LA including Diverse Learning teachers began collaboration as humanities team.

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

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

OTHER PD DAYS
Network Lead Teacher Professional Development in all contents
Administrators participate in CPAA/IAA classes and attend workshops offered by their respective network.

Staff continue to participate in higher education course work towards certificates, endorsements, and degrees.

COLLABORATIVE TEACHERS - STRONG
It was identified that the collective responsibility section was weak with a 54% and the strength was quality professional Development that had a rating of 80%.

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

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. 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

1   2   **3**   4

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

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

This year the intermediate grades 3rd-5th were departmentalized providing students an opportunity to transition for their content areas and receive instruction from a teacher that has a strength in a specific content. This has prepared students to work with and engage with different teachers in Reading/Language Arts, Science, Mathematics, and Social Studies.

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

This year an intervention teacher provides support for students in Reading/Language Arts and Math in the 4th, 5th, 6th, 7th, and 8th grades.

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

To maintain an adequate level of student achievement, Salazar has partnered with:
1. DePaul University by hosting excellent student teachers on track to master their craft
2. By the Hand Club who provides mentoring and tutoring to students in the community
3. Chicago Lights who offers students ballroom and other dance style classes
4. Open Book who support and spark reading interest in students in 3rd and 4th grades. They provide books at the end of the program to help the students develop an in-home library.
5. Midtown/Metro provides mentoring and tutoring for students in grades 4th through 8th. Students can continue the program while they are in high school.
6. HighSight program that offers tutoring and scholarship opportunities to students interested in attending boarding, parochial, or private schools.
7. Near North Unity Program (NNUP) supports the school by informing staff of community events and sponsored a pen-pal program for 5th grade students to develop the art of writing by sending notes to same grade level at other schools.
8. Loyola Chicago Math Teachers' Circle (CMTC)
9. Peggy Notebaert Nature Museum
10. Lurie Children hospital provides medical and psychiatric care to students; Often refer parents to emergency services/care.

FIVE ESSENTIALS
Effective Leaders - Strong 70%
Collaborative Teachers - Strong 68%
Involved Families - 70%

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

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**

- Create a positive climate and working conditions for teaching that attracts and retains educator talent.
- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Curriculum:

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

Score

1 2 3 **4**

Salazar teachers use current student data and standards to map the curriculum, enabling them to allocate sufficient time to teach each standard. Once the teachers map out their teaching units, cross-curricular connections are more evident and can be promoted to enable all students to develop real-world connections for the concepts. Teachers regularly analyze and align their curriculum maps to address all students' academic and social/emotional needs. This allows the teachers to create a rigorous curriculum with a balance between teacher-directed concepts and student-generated investigations and enables all students to practice higher order thinking skills which contributes to high quality work.

During grade level and content area meetings, as well as during individual planning time, teachers collaborate and create a quarterly scope and sequence using standards. They then adjust teaching strategies using formative assessments and NWEA data to meet all students' needs and give them access to grade level standards.

High behavior and academic standards apply to all students. Salazar uses MTSS to support students' social/emotional and academic needs at all levels. Classroom structures and interventions are designed for all tiers of students.

Implementation of CHAMPS and SEL strategies are applied school-wide where signals are used to maintain noise level and engage students as agents to monitor their behaviors and learning. Second Step curriculum is implemented in the classroom to help create a positive school climate, in which students learn to be kind, caring, and responsible. They also learn to solve everyday problems.

Social/emotional and academic research-based interventions are provided for students by interventionists and classroom teachers. These include small group, pull-outs, and one on one tutoring.

Teachers use the NWEA Learning Continuum and DIBELS/TRC data to drive instruction and align resources.

NWEA assessments, Achieve3000, and DIBELS/TRC are used to progress monitor and gauge student learning and skill attainment (i.e. BOY and 5 week interim assessments) in order to adjust lesson plans.

Curriculum materials are aligned to the CCSS and WIDA standards.

Supplemental materials are available for students to use in school or at home. Websites are also shared with parents to provide additional practice opportunities.
RAZ Kids
Khan Academy
Go Math
Achieve 3000
Crosswalk Coach Plus for Reading and Math
IXL
CommonLit
Scholastic
Practice sites such as Quizlet

FIVE ESSENTIALS
Involved Families - Strong 70%
Effective Leaders - Strong 70%
Collaborative Teachers - 68%

SALAZAR REACH FRAMEWORK for TEACHING
1E - Designing Student Assessments - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished
2A - Creating an Environment of Respect & Rapport - 16.67% of Teachers have rating of Basic, 16.67% Proficient, and 66.67 % Distinguished
2B - Establishing a Culture for Learning - 8.33% of Teachers have rating of Basic, 16.67% Proficient, and 75 % Distinguished
2C - Managing Classroom Procedures - 8.33% of Teachers have rating of Basic, 8.33% Proficient, and 83.33 % Distinguished
2D - Managing Student Behavior - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished
3B - Using Questioning & Discussion Techniques - 8.33% of Teachers has rating of Basic, 66.67% Proficient, and 25% Distinguished
3D - Using assessment in Instruction - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished
3E - Demonstrating Flexibility & Responsiveness - 16.67% of Teachers has rating of Basic, 0% Proficient, and 66.67 % Distinguished

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

Guide for Curriculum
- **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:

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

Score

1   2   3   **4**

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

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

Instructional materials utilized are:
Achieve3000
FOSS Kits
Go Math
Crosswalk Coach for Reading and Math,
Wonders/Maravillas and teacher resources as supplements
Khan Academy
Brain POP
Reading A-Z
ABC YA Math program for K
RiT to Resource
IPADs Apps
DBQ
Reading Like A Historian
NEWSELA
IXL
Scholastic Scope
Scholastic Storyworks
Vocabulary Workshop
Spectrum
CommonLit
Variety of Open Education Resources (OER)
Book Flix

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

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

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

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

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

FIVE ESSENTIALS
Ambitious Instruction - Neutral 54%
Supportive Environment - Neutral 40%

SALAZAR REACH FRAMEWORK for TEACHING
1A - Demonstrating Knowledge of Content and Pedagogy - 16.67% of Teachers have rating of Proficient, and 83.33% Distinguished
1B - Demonstrating Knowledge of Students - 16.67% of Teachers have rating of Proficient, and 83.33% Distinguished
1C - Selecting Instructional Outcomes - 25% of Teachers have rating of Proficient, and 75% Distinguished
1D - Designing Coherent Instruction - 6.67% of Teachers have rating of Proficient, and 83.33% Distinguished

Salazar teachers are proficient or distinguished in these components.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
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

1   2   3   **4**

Third through eighth grade teachers will continue the implementation of Achieve3000 as part of ELA/Science/Social Studies to ensure students are on the College and Career Readiness path.

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

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

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

The Counselor supports students and their families by providing high school information, hosting a high school fair, shares high school events, hosts a high school application night to provide high school qualifications and applications. Counselor also follows up with each individual students after acceptances letters are delivered.

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

Salazar's Counselor hosts an annual school wide career fair

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

FIVE ESSENTIALS
Ambitious Instruction - Neutral 54%

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

DOMAIN 2:
Proficient 61%
Distinguished 15%

DOMAIN 3:
Proficient 55%
Distinguished 9%

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

Guide for Rigorous Student Tasks

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   3   **4**

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

Lexile to Career Connections on Achieve3000

Students earn certificates in IXL as they master skills.

Students participate in Career Day by dressing for the profession they inspire to.

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

Seventh graders and their parents are informed of CPS high school options and requirements to encourage parents and students to research all options and find the best fit.

FIVE ESSENTIALS
Ambitious Instruction - Neutral 54%
Supportive Environment - Neutral 40%

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

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

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, 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 Monthly 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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Everything College
✓ CPS Advisory Framework
✓ 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 (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   3   **4**

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

Students have opportunities to participate in authentic discourse through class activities that are project based and promote the art of presenting and public speaking. Oracy is developed within each student as a result of student discussions, and lesson delivery based on bringing about a sense of Agency, Authority, and Identity.

All instruction is data driven after thorough analysis and data conversations occur. Continuous data aggregation occurs on a regular basis after teacher defined assessments (single objective vs. unit objectives), in addition to norm referenced testing analysis.

Students are able to move throughout the tiers (i.e. tier 3 to tier 2 etc.) Teachers are aware of flexible grouping within the "set" tiers. For example, in Reading, students may have a strength in Vocabulary, but a weakness in Informational Text. Thus, students are flexibly tiered within sub-groups of particular content areas. Student strengths are understood by the teacher and are addressed appropriately through a level that fits that need.

Communication is a key factor in all of the classrooms. Students have the opportunity to reach out to the teachers and staff for support at all times. Teachers promote a safe, nurturing environment where students feel willing to strive but know that mistakes are a part of growth and accept them as a part of the learning experience.

Teachers used various strategies to target students at all instructional levels. They scaffold lessons, allow data to drive instruction, group students either randomly or heterogeneously. The gradual release model, and even reverse gradual release model are implemented as students develop or review skills. Reteaching lessons are key to develop growth in all students. All tiered students receive lessons that they are ready for, but when delivering rigorous instruction-tier 1 students may need a reteaching. Data is the link between developing progress and growth for each student. Personalized learning occurs through constant differentiation and by careful planning with CCSS progression through the grade levels.

Students in all grade levels are required to complete tasks that are of higher order thinking. Students are challenged and lessons are designed to think critically at independent, partner, and group work levels. Projects and single day lessons are presented to students to challenge their thinking in all content areas.

Teachers make necessary shifts after progress monitoring to make sure students grasp the concepts and clear up any misunderstandings. Lessons are redesigned to fit the needs of students throughout, ensuring that all students are given instruction to meet their needs and to move beyond.

FIVE ESSENTIALS
Effective Leaders - Strong 70%
Ambitious Instruction - Neutral 54%
Supportive Environment - Neutral 40%

SALAZAR FRAMEWORK for TEACHING
3A - Communicating with Students - 25% of Teachers have rating of Proficient and 75% Distinguished
3B - Using Questioning & Discussion Techniques - 8.33% of Teachers has rating of Basic, 66.67% Proficient, and 25% Distinguished
3C - Engaging Students in Learning - 25% of Teachers have rating of Proficient and 75% Distinguished
3D - Using assessment in Instruction - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished
3E - Demonstrating Flexibility & Responsiveness - 16.67% of Teachers has rating of Basic, 0% Proficient, and 66.67 % Distinguished

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.

- Require students to cite textual evidence to support/develop a claim.
  - **Engage students in learning.**
    - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
    - Provide targeted supports to individual students or groups of students based on their identified needs.
    - Provide instruction designed to develop language domains for English learners.
  - **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
  - **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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. 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	

CPS SCHOOL EXCELLENCE FRAMEWORK   18

Balanced Assessment & Grading:

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

Score

1   2   3   **4**

Teachers create formative assessments that are given to students on a weekly basis. The assessments reach various levels represented in the classrooms as students are taught in a more direct and personalized way.

Rubrics are designed in collaboration with the students for project based assignments. Rubrics are organized in a way that allows students to easily see areas of improvement. Students are continuously adding and refining action plans based on NWEA / DIBELS.

Teachers maintain students' assessment files that includes their goal sheets and data. Literacy: non-fiction implementation through Achieve3000 shows monthly data and Lexile growth which correlates to student level college and career readiness. Student/Teacher meetings occur monthly to review the updated Lexile and reflective student/teacher conversations occur. As a result, students make shifts to reach their goals as teachers are designing follow up lessons. Mathematics: teacher utilize MAP Skills to target discrete standards to carry out data-driven instruction based on individual goals.

Teachers update grades via Gradebook, which parents and students can view prior to the distribution of grades on the CPS Parent Portal. Multiple attempts are given to students to show mastery of skills which are reflected under each assignment in Gradebook - retakes.

FIVE ESSENTIALS
Ambitious Instruction - Neutral 54%

SALAZAR FRAMEWORK for TEACHING
1C - Selecting Learning Objectives - 25% of Teachers have rating of Proficient, and 75% % Distinguished
1E - Designing Student Assessment - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished
3D - Using Assessment in Instruction - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished
4A - Reflecting on Teaching and Learning - 16.67% of Teachers have rating of Proficient and 83.33% Distinguished

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **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

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1   2   3   **4**

MTSS is implemented by teachers where there is an inclusive interventions model. That means that all students are pushed to grow from the lowest to the highest achiever. A constant objective is preventing flat line data with high achieving students. Interventionists are supporting students by identifying skills on the learning continuum and using the MAP Skills to check their progress. The students work on specific rigorous tasks to develop mastery.

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

Parents are included in the process by receiving phone calls or letters about progress (student's RIT scores and goals), meeting to look through students data/classwork and creating next steps in response to intervention.

Students participate in student/teacher conferences to discuss goals and identify sub-content areas in need of improvement. Their performance data are reviewed in this one-on-one meeting. For example in math the student may have done well in Algebra EOY 2016, but MOY 2017 show a lower RIT score. The discussion would include a review of the two RIT scores and selecting specific areas to target from the Learning Continuum. The conference allows the student to take ownership of their learning.

SEL strategies are discussed weekly to support students with greater needs that cannot fully get addressed in the classroom. There is a referral system in place for those students to meet with the counselor and/or social worker for support. The Check-In/Check-Out approach is being implemented for students in need after teacher training was provided.

FIVE ESSENTIALS
Ambitious Instruction - Neutral 54%
Supportive Environment - Neutral 40%
Collaborative Teachers - Strong 68%

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

Guide for Multi-Tiered System of 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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1   2   3   **4**

Salazar's atmosphere reflects the importance of the work undertaken by both students and staff. Staff and students interact appropriately which is demonstrated on a daily basis. There is a strong sense of community in the school and classrooms. Salazar staff is invested in creating a culture that reflects the belief of the importance of learning and hard work. Every member is devoted to carrying out systems that enable meaningful practice and perseverance for all students.

The culture for learning in each classroom is evident by teachers setting clear and high expectations for all students regardless of their academic performance and/or socio-emotional development. Teachers are constantly reflecting and adjusting instruction to address the needs of students at every tier level. to develop personalized learning plans. One way that teachers address these needs is through progress monitoring in order to create personalized learning plans for each student. Students are aware and acknowledge their individual Math and Reading NWEA goals and strive to exceed their goals.

The culture for learning is also created by teachers promoting discussions and collaboration among students through various strategies such as accountable talk, Socratic seminar, math talks, and questioning. These strategies help students assume the responsibility for their learning which allows them to express the value and purpose of their education.

Teachers and other school staff are truly invested in promoting a positive school culture for learning. There is clear evidence of on-going communication with parents and students. Collaboration among teachers and staff is noticeable through grade level clusters and also vertically across grade levels. The academic, attendance and behavioral expectations are shared at the beginning of the school year to staff, parents and students. Student goals are adjusted as needed and communicated to parents and students regularly.

Staff is recognize throughout the year in Principal Announcement, a bulletin board that recognizes "Staff In the Spot Light"

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

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

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Relational Trust:

Score

1   2   3   **4**

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.

Salazar is characterized by high levels of relational trust between all school participants which impacts student achievement in our school community. All students are addressed with dignity and confidentiality. Salazar is dedicated to ensuring that all students receive socio-emotional learning through our Second Step curriculum. This year-to-year curriculum promotes the continuous socio-emotional development from kindergarten to 8th grade.

Teachers work diligently to develop a positive rapport with the students and their families. This relational trust is critical for promoting a culture of trust and a growth mindset among students. Teachers and staff purposefully gather and analyze information from various sources about students' individual backgrounds, cultures, interests, language proficiencies, learning styles, multiple intelligences, and diverse needs. In return, parents trust the staff's input when sharing information regarding their children's academic, social-emotional, and/or behavioral concerns.

Interactions are sensitive to students as individuals, as evidenced by supporting their home language and culture by a heritage program that allows them to receive instruction in their native language of Spanish or clarifying instructions/directions.

FIVE ESSENTIALS
Supportive Environment - Neutral 46%
Collaborative Teachers - Strong 72%

SALAZAR FRAMEWORK for TEACHING
1B - Demonstrating Knowledge of Students - 16.67% of Teachers have rating of Proficient, and 83.33% Distinguished
2A - Creating an Environment of Respect and Rapport - 16.67% of Teachers have rating of Basic, 16.67% are Proficient, and 66.67% Distinguished

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested !Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
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/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1   2   3   **4**

Students at Salazar are invested and engaged in their learning, their school, and their community. The interactions between staff and students are highly respectful and sensitive. Overall, students demonstrate knowledge and empathy for each other by interacting respectfully with one another.

Salazar offers a variety of extracurricular activities, rigorous courses, and programming that support not only academic needs but also social-emotional/ behavioral needs and student interests.

For academics, students participate in before and after school tutoring and homework support such as The Academy Group and College and Career Readiness Club. For social-emotional/behavioral needs, Salazar has instituted a variety of interventions such as Peer Jury (students take on leadership roles to promote positive interactions with one another); Check-In/Check-Out (students work with an adult mentor in order to achieve specific individual behavioral goals); Girls' Self-Esteem Group; Positive Behavioral Intervention Support - PBIS (school-wide incentive system); S.S.Grin Tier 2 Social Skills Group (a social skills group intervention starting the fourth quarter); and Second Step Program (school-wide social-emotional curriculum taught by teachers). Students also participate in interest-based after-school programs such as basketball, soccer, volleyball, Girls on the Run, dance with the Chicago Lights Academy, arts and crafts, Cooking Club, Yearbook Club, Young Bankers Club, Taekwondo, etc.

FIVE ESSENTIALS
Supportive Environment - Neutral 40%

SALAZAR FRAMEWORK for TEACHING
1B - Demonstrating Knowledge of Students - 16.67% of Teachers have rating of Proficient, and 83.33% Distinguished
2A - Creating an Environment of Respect and Rapport - 16.67% of Teachers have rating of Basic, 16.67% are Proficient, and 66.67% Distinguished
3C - Engaging Students in Learning - 25% of Teachers have rating of Proficient and 75% Distinguished

---

Guide for Student Voice, Engagement, & Civic Life

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 cultur**
  - 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

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**

Salazar maintains high levels of safety and order. Teachers and staff work tirelessly to promote effective classroom routines and procedures.

In order to ensure students are safe at all times, staff members supervise the transition of breakfast, monitor recess and lunch periods and arrival/dismissal of students. Students who ride public transportation or walk to school are constantly reminded to leave the school vicinity as soon as they are dismissed to ensure that they get home safely and in a timely manner.

Staff and teachers attend a variety of professional development and training to ensure safety and order in the school. All these trainings allow Salazar to respond to potentially dangerous incidents in a timely manner. Salazar also works together with the Chicago Police and Fire Departments and Network 6 to ensure proper practices of lockdown, fire and tornado drills. Each classroom displays a evacuation maps and procedures to ensure students' safety.

FIVE ESSENTIALS
Supportive Environment - Neutral 40%

SALAZAR FRAMEWORK for TEACHING
2A - Creating an Environment of Respect and Rapport - 16.67% of Teachers have rating of Basic, 16.67% are Proficient, and 66.67% Distinguished
2C - Managing Classroom Procedures - 8.33% of Teachers have rating of Basic, 8.33% Proficient, and 83.33 % Distinguished
2D - Managing Student Behavior - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished

---

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

- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **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
Measures	✓ Five Essentials – Supportive Environment score ✓ 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:

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

Score

1 2 3 **4**

Salazar implements policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. All staff members have the responsibility to hold all students to our high standards of conduct and promote a positive school environment. Students and parents are aware of the school's policies and procedures, and they work together with teachers to carry them out. Classroom teachers are responsible for addressing misconduct codes 1, 2 and 3 and informing parents of these behaviors.

Salazar has put in place school climate interventions that work toward restorative justice. In some severe behavior instances, teachers document behaviors using an Antecedent Behavior and Consequence (ABC) chart in order to collect information about the events occurring within a student's environment. Also, Salazar has instituted a variety of interventions such as Peer Jury (students take on leadership roles to promote positive interactions with one another); Check-In/Check-Out (students work with an adult mentor in order to achieve specific individual behavioral goals); Girls' Self-Esteem Group; Positive Behavioral Intervention Support - PBIS (school-wide incentive system); S.S.Grin Tier 2 Social Skills Group (a social skills group intervention starting the fourth quarter); and Second Step Program (school-wide social-emotional curriculum taught by teachers). Restorative conversations are used to redirect and guide students into making positive choices/decisions. All these tools and interventions are put in place to keep students motivated to improve classroom behaviors.

Students' behavior is addressed in a timely manner by all school personnel. Parents are notified and if consequences are merited, they are given. As a last resort, students receive detention or in-school suspensions. Salazar wants to ensure that students are in school to continue learning.

FIVE ESSENTIALS
Supportive Environment - Neutral 40%

SALAZAR FRAMEWORK for TEACHING
2A - Creating an Environment of Respect and Rapport - 16.67% of Teachers have rating of Basic, 16.67% are Proficient, and 66.67% Distinguished
2D - Managing Student Behavior - 8.33% of Teachers have rating of Basic, 25% Proficient, and 66.67 % Distinguished

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - 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) ✓ 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:

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.

Score

1   2   3   **4**

Salazar parents meet monthly as members of the BAC and NCLB committees. The parent coordinator provides them with school-wide updates and invites speakers to share information about their professions.

Parents also are asked to participate in activities such as field trips, volunteer opportunities, PAT, and LSC. Teachers create and disseminate monthly newsletters to inform parents of classroom and school activities. Teachers use various modes of communication to maintain parent contact and reinforce a strong home-school connection.

Salazar offers support to parents who do not have access to technology by allotting time to use computers in the school. Throughout the year, teachers present various strategies to train parents on student curriculum and various assessments used to monitor academic progress. Parents also learn about a variety of literacy and mathematical strategies to support their child at home.

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

FIVE ESSENTIALS
Involved Families - Strong 70%

SALAZAR FRAMEWORK for TEACHING
2C - Managing Classroom Procedures - 8.33% of Teachers have a rating of Basic, 8.33% Proficient, and 83.33 % Distinguished
4C - Communicating with Families (data not yet available)

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

School Excellence Framework Priorities

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

The SQRP and NWEA MOY Reading data analysis were used to identify the goal. In order to achieve 5 points on the SQRP we must have a growth percentile of the 90th or higher	99.00	85.00	70.00	90.00	90.00

National School Growth Percentile - Math

The SQRP and Math NWEA MOY data analysis were used to identify the goal. In order to achieve 5 points on the SQRP we must have a growth percentile of the 90th or higher	99.00	85.00	70.00	90.00	90.00

% of Students Meeting/Exceeding National Ave Growth Norms

The SQRP and Reading and Math NWEA MOY data analysis were used to identify the goal. We expect to continuously exceed our growth projections at a rate of 70% or higher, which will lead to a score of 5 points on the SQRP	77.60	63.60	70.00	73.00	76.00

African-American Growth Percentile - Reading

The SQRP and Reading NWEA MOY data analysis were used to identify the goal. We know that growth is fresh every year, we will ensure that our priority groups will continuously outperform their peers and grow at the 70th percentile which will lead to us having a SQRP score of 5 points in this category	99.00	71.00	70.00	70.00	70.00

Hispanic Growth Percentile - Reading

The SQRP and Reading NWEA MOY data analysis were used to identify the goal. Since our growth is fresh every year, we will ensure that our priority groups will continuously outperform their peers and grow at the 70th percentile which will lead to us having a SQRP score of 5 points in this category. This will also narrow the achievement gap.	98.00	90.00	70.00	70.00	70.00

English Learner Growth Percentile - Reading

The SQRP and Reading NWEA MOY data analysis were used to identify the goal. Since our growth is fresh every year, we will ensure that our priority groups will continuously outperform their peers and grow at the 70th percentile which will lead to us having a SQRP score of 5 points in this category. This will also narrow the achievement gap.	99.00	*(Blank)*	70.00	70.00	70.00

Diverse Learner Growth Percentile - Reading

The SQRP and Reading NWEA MOY data analysis were used to identify the goal. Since our growth is fresh every year, we will ensure that our priority groups will continuously outperform their peers and grow at the 70th percentile which will lead to us having a SQRP score of 5 points in this category. This will also narrow the achievement gap.	99.00	68.00	70.00	70.00	70.00

African-American Growth Percentile - Math

The SQRP and Math NWEA MOY data analysis were used to identify the goal. Since our growth is fresh every year, we will ensure that our priority groups will continuously outperform their peers and grow at the 70th percentile which will lead to us having a SQRP score of 5 points in this category. This will also narrow the achievement gap.	94.00	78.00	70.00	70.00	70.00

Hispanic Growth Percentile - Math

The SQRP and Math NWEA MOY data analysis were used to identify the goal. Since our growth is fresh every year, we will ensure that our priority groups will continuously outperform their peers and grow at the 70th percentile which will lead to us having a SQRP score of 5 points in this category. This will also narrow the achievement gap.	99.00	87.00	70.00	70.00	70.00

English Learner Growth Percentile - Math

The SQRP and Math NWEA MOY data analysis were used to identify the goal. Since our growth is fresh every year, we will ensure that our priority groups will continuously outperform their peers and grow at the 70th percentile which will lead to us having a SQRP score of 5 points in this category. This will also narrow the achievement gap.	99.00	*(Blank)*	70.00	70.00	70.00

Diverse Learner Growth Percentile - Math

The SQRP and Math NWEA MOY data analysis were used to identify the goal. Since our growth is fresh every year, we will ensure that our priority groups will continuously outperform their peers and grow at the 70th percentile which will lead to us having a SQRP score of 5 points in this category. This will also narrow the achievement gap.

| 83.00 | 65.00 | 70.00 | 70.00 | 70.00 |

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

The SQRP and NWEA MOY Reading data analysis were used to identify the goal. In order to achieve 5 points on the SQRP we must have an attainment percentile of the 90th or higher.

| 74.00 | 84.00 | 85.00 | 90.00 | 92.00 |

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

The SQRP and NWEA MOY Math data analysis were used to identify the goal. In order to achieve 5 points on the SQRP we must have an attainment percentile of the 90th or higher.

| 82.00 | 88.00 | 90.00 | 92.00 | 94.00 |

National School Attainment Percentile - Reading (Grade 2)

The SQRP and NWEA MOY Reading data analysis were used to identify the goal. In order to achieve 4 points on the SQRP we must have an attainment percentile between the 70th and 89th percentile.

| 81.00 | 66.00 | 70.00 | 73.00 | 76.00 |

National School Attainment Percentile - Math (Grade 2)

The SQRP and NWEA MOY Math data analysis were used to identify the goal. In order to achieve 4 points on the SQRP we must have an attainment percentile between the 70th and 89th percentile.

| 66.00 | 66.00 | 70.00 | 72.00 | 74.00 |

% of Students Making Sufficient Annual Progress on ACCESS

Continue to strengthen the EL instruction for learners.

| 43.90 | (Blank) | 0.00 | 0.00 | 0.00 |

Average Daily Attendance Rate

The attendance committee will continue to strategize and create a comprehensive attendance plan where all stakeholders will share ownership. We will strive to have an attendance rate of 96%+ to achieve the most points (5) as possible on SQRP.

| 96.30 | 95.40 | 96.00 | 96.20 | 96.30 |

My Voice, My School 5 Essentials Survey

The focus is to review the MVMS results focus on the areas that we scored below 60% in order to solidify the overall school rating of Well-Organized.

| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If our ILT designs and communicates a strategy driven by teacher and student needs with a focus on teacher collaboration, student ownership, social emotional well-being, and parent mindsets with a target on Mathematics	Then we will see a clear organizational strategy, continuous growth in targeted instructional craft, and more informed and supported stakeholders	By the end of SY2020, we will see 75% of student meeting or exceeding their NWEA growth projections in MATH.

Tags:
Instructional leadership team, Collaborative planning, Academic growth, Academic behaviors, Agency, authority and identity, Academic mindsets

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Status
A. To prepare for our bi-weekly grade level meetings, content leads will use building level NWEA MAP skills results to vertically and horizontally align efforts during grade level meetings.	Math lead teachers lcontreras@cps.edu	Aug 29, 2018 to Jun 17, 2019	On-Track

Grade level meetings, Academic expectations, Collaborative planning, Data conversations, Insructional planning, Grade level team agreement/radner scope and sequence

| B. On a biweekly basis during our grade level meetings, grade level leads will utilize NWEA MAP Skills results to analyze and plan instruction to meet student specific needs | Math lead teachers lsescobar@cps.edu | Aug 28, 2018 to Jun 17, 2019 | On-Track |

Instructional planning, Collaborative planning, Academic acheivement, Data review, Data driven mtss grade level

| C. During our bi-weekly ILT meetings, our Math content leads will share out the outcomes from our grade level meetings. | eskiadopoul@cps.edu | Sep 12, 2018 to Jun 17, 2019 | On-Track |

Instructional planning, Data cycles, Collaborative planning, Collectivie responsibility

| D. By the first week of May, our teachers will conduct two (2) student-teacher conferences with all students to assess where students are, how they are doing, and what they need to do next | npena2@cps.edu | Apr 9, 2018 to Apr 18, 2019 | On-Track |

Collective responsibility, Parent communication, Conferencing, Agency, authority and identity

| E. During report card pick-up, all teachers will share individual student goal sheets with parents to inform them on their student's current performance and goals | khealy@cps.edu | Apr 18, 2018 to Apr 17, 2019 | On-Track |

Parent involvement, Collectivie responsibility, Conferencing

Strategy 2

If we do...	...then we see...	...which leads to...
If our ILT designs and communicates a strategy driven by teacher and student needs with a focus on teacher collaboration, student ownership, social-emotional well-being and parent mindsets with a focus on Reading.	A clear organizational strategy, continuous growth in targeted instructional craft and more informed and supported stakeholders.	By end of SY2020, we will see 75% of students meeting or exceeding their NWEA growth projections in READING.

Tags:
Instructional leadership team, Collaborative planning, Academic growth, Academic behaviors, Agency, authority and identity, Academic mindset

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Status
A. To prepare for our bi-weekly grade level meetings, content leads will use building level NWEA Growth Sheets, NWEA Student Profile Reports, Achieve3000 Data(monthly) results to vertically and horizontally align efforts during grade level meetings.	Literacy Lead Teachers secheverria@cps.edu	Sep 4, 2018 to Jun 21, 2019	On-Track

Grade level meetings, Academic expectations, Instructional planning, Instructional leadership team, Collaborative planning, Data conversations, Grade level team agreement/radner scope and sequence

Action step	Responsible	Timeframe	Status
B. On a biweekly basis during our grade level meetings, grade level leads will utilize building level NWEA Growth Sheets, NWEA Student Profile Reports, Achieve3000 Data(monthly) results to analyze and plan instruction to meet student specific needs	Literacy Lead Teachers djgriffith@cps.edu	Aug 28, 2018 to Jun 21, 2019	On-Track

Instructional planning, Collaborative planning, Academic achievement, Data review, Data driven mtss grade level

C. During our bi-weekly ILT meetings, our Language Arts content leads will share out the outcomes from our grade level meetings.	Literacy Lead Teachers mcayala@cps.edu	Sep 12, 2018 to Jun 14, 2019	On-Track

Instructional planning, Collective responsibility, Leadership and collective responsibility, Data cycles, Collaborative planning
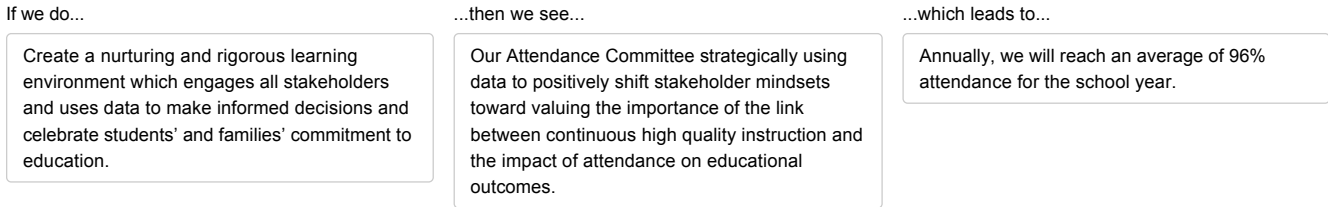
D. By the first week of May, our teachers will conduct two (2) student-teacher conferences with all students to assess where students are, how they are doing, and what they need to do next.	npena2@cps.edu	Apr 9, 2018 to Jun 13, 2019	On-Track

Collective responsibility, Parent communication, Conferencing, Agency, authority and identity

E. During report card pick-up, all teachers will share individual student goal sheets with parents to inform them on their student's current performance and goals.	khealy@cps.edu	Apr 18, 2018 to Apr 17, 2019	On-Track

Parent involvement, Collective responsibility, Conferencing

Strategy 3

If we do...	...then we see...	...which leads to...
Create a nurturing and rigorous learning environment which engages all stakeholders and uses data to make informed decisions and celebrate students' and families' commitment to education.	Our Attendance Committee strategically using data to positively shift stakeholder mindsets toward valuing the importance of the link between continuous high quality instruction and the impact of attendance on educational outcomes.	Annually, we will reach an average of 96% attendance for the school year.

Tags:
Attendance plan, Parent communication, Attendance rate, Attendance incentives, Parent partnership, Attendance plan parent conference, School attendance

Area(s) of focus:
3, 4

Action step	Responsible	Timeframe	Status
A. The chair/lead of the Attendance Committee will prepare and share building level attendance data to facilitate the monthly meeting.	Counselor and Attendance chair mcayala@cps.edu	May 15, 2018 to Jun 4, 2019	On-Track

Shared leadership, Data anaysis, Instructional leadership team, Attendance plan, Collaborative planning, Attendance data

B. After monthly Attendance Committee meetings, members will share next steps with their grade level team.	Attendance Committee members amrodriguez18@cps.edu	May 29, 2018 to Jun 11, 2019	On-Track

Climate and Culture, Grade level meetings, Shared leadership, Attendance plan, Attendance incentives

C. Teachers will create and promote individual classroom incentives to reduce truancy and tardiness.	All classroom teachers.	May 7, 2018 to Jun 21, 2019	On-Track

Shared leadership, Attendance plan, Student attendance, Attendance interventions,

Attendance incentives

D. Parents will be informed of school-wide attendance initiatives via flyers, phone calls and meetings throughout the school year.	gasotello@cps.edu	May 28, 2018 to May 27, 2019	On-Track

Parent meetings, Parent communication, Attendance incentives, Attendance plan parent conference

E. On a weekly basis, teachers will communicate with parents of chronically truant/tardy students in order to reinforce the importance of attendance and the impact it has on their child's educational outcomes	Attendance Chair, Classroom Teachers	Sep 4, 2018 to Jun 21, 2019	On-Track

Attendance, Attendance data, Attendance plan parent conference, Attendance improvement

F, On a monthly basis, the ILT will analyze classroom level attendance performance to identify best-practices to be shared with all staff	ILT Members	Aug 29, 2018 to Jun 21, 2019	On-Track

Attendance data, Attendance team meetings, Classroom incentives, Best practices

G. On a quarterly basis, attendance committee will plan and conduct attendance award incentives to celebrate Students, Staff members, Parents, and building level successes	Attendance chair	Aug 28, 2018 to Apr 23, 2019	On-Track

Attendance incentives, Attendance data

H. Once attendance data is reviewed, attendance incentives-including tying attendance to participation in field trips and other school activities will result in a positive shift/outcomes.	classroom teachers	Aug 28, 2018 to Jun 3, 2019	On-Track

Attendance incentives, Attendance data, Attendance improvement

I. Daily classroom recognition for perfect attendance.	janderson106@cps.edu	Sep 4, 2018 to Jun 21, 2019	On-Track

Attendance incentives

J. Attendance Clerk conducts daily house calls for students who are absent in addition to school-wide robocalls.	mhernandez2@cps.edu	Sep 4, 2018 to Jun 21, 2019	On-Track

Attendance, Attendance interventions

Action Plan

Strategy 1

ON-TRACK

A. To prepare for our bi-weekly grade level meetings, content leads will use building level NWEA MAP skills results to vertically and horizontally align efforts during grade level meetings."

Aug 29, 2018 to Jun 17, 2019 - Math lead teachers lcontreras@cps.edu

Status history

May 20

ON-TRACK

May 20, 2018

Evidence
-ILT Grade Level are progressing as planned. -Preparation is progressing to share information during GLM. -GLM agenda, sign-in sheet, and meeting notes

ON-TRACK

B. On a biweekly basis during our grade level meetings, grade level leads will utilize NWEA MAP Skills results to analyze and plan instruction to meet student specific needs"

Aug 28, 2018 to Jun 17, 2019 - Math lead teachers lsescobar@cps.edu

Status history

May 20

ON-TRACK

May 20, 2018
Evidence
-Teachers will bring MAP Skills data to plan and analyze for next steps -Next steps will include completing a graphic organizer which includes small group set-up for classroom instruction, and grouping students by Needs Work skills (CCSS) for personalized learning.

ON-TRACK

C. During our bi-weekly ILT meetings, our Math content leads will share out the outcomes from our grade level meetings."

Sep 12, 2018 to Jun 17, 2019 - eskiadopoul@cps.edu

Status history

May 20

ON-TRACK

May 20, 2018
Evidence
-Review MAP Skills graphic organizer and share out data in order to plan for immediate implementation of instruction. (Grade Level Clusters)

ON-TRACK

D. By the first week of May, our teachers will conduct two (2) student-teacher conferences with all students to assess where students are, how they are doing, and what they need to do next"

Apr 09, 2018 to Apr 18, 2019 - npena2@cps.edu

Status history

May 20

ON-TRACK

May 20, 2018
Evidence
-Teacher and students will meet and review data to create a personalized learning plan. -The next meeting, students will reflect and review new data and adjust plan as necessary.

ON-TRACK

E. During report card pick-up, all teachers will share individual student goal sheets with parents to inform them on their student's current performance and goals"

Apr 18, 2018 to Apr 17, 2019 - khealy@cps.edu

Status history

May 20

ON-TRACK   May 20, 2018
Evidence
-Parent Report Card sign-in sheet. -Provide parents with NWEA grade level norms and Student Goal Setting Worksheet

Strategy 2

ON-TRACK
A. To prepare for our bi-weekly grade level meetings, content leads will use building level NWEA Growth Sheets, NWEA Student Profile Reports, Achieve3000 Data(monthly) results to vertically and horizontally align efforts during grade level meetings."

Sep 04, 2018 to Jun 21, 2019 - Literacy Lead Teachers secheverria@cps.edu

Status history

May 20

ON-TRACK
May 20, 2018
Evidence
-NWEA Growth Sheet -NWEA Student Profile Report -Achieve3000 Data (Monthly) -Next steps will include completing a graphic organizer which includes small group set-up for classroom instruction, and grouping students by Instructional Areas and Learning Paths for personalized learning.

ON-TRACK
B. On a biweekly basis during our grade level meetings, grade level leads will utilize building level NWEA Growth Sheets, NWEA Student Profile Reports, Achieve3000 Data(monthly) results to analyze and plan instruction to meet student specific needs"

Aug 28, 2018 to Jun 21, 2019 - Literacy Lead Teachers djgriffith@cps.edu

Status history

May 20

ON-TRACK
May 20, 2018
Evidence
-Teachers will bring ACHIEVE3000 data, MAP Growth Reports, and the Student Learning Profiles to plan and analyze for next steps -Next steps will include completing a graphic organizer which includes small group set-up for classroom instruction, and grouping students by Needs Work skills (CCSS) for personalized learning.

ON-TRACK
C. During our bi-weekly ILT meetings, our Language Arts content leads will share out the outcomes from our grade level meetings."

Sep 12, 2018 to Jun 14, 2019 - Literacy Lead Teachers mcayala@cps.edu

Status history

May 20

ON-TRACK
May 20, 2018
Evidence
-Teachers will bring ACHIEVE3000 data, MAP Growth Reports, and the Student Learning Profiles to plan and analyze for next steps -Next steps will include completing a graphic organizer which includes small group set-up for classroom instruction, and grouping students by Needs Work skills (CCSS) for personalized learning.

ON-TRACK
D. By the first week of May, our teachers will conduct two (2) student-teacher conferences with all students to assess where students are, how they are doing, and what they need to do next."

Apr 09, 2018 to Jun 13, 2019 - npena2@cps.edu

Status history

May 20

ON-TRACK
May 20, 2018

Evidence

-Teacher and students will meet and review data to create a personalized learning plan. -The next meeting, students will reflect and review new data and adjust plan as necessary.

ON-TRACK

E. During report card pick-up, all teachers will share individual student goal sheets with parents to inform them on their student's current performance and goals."

Apr 18, 2018 to Apr 17, 2019 - khealy@cps.edu

Status history

May 20

ON-TRACK | May 20, 2018
Evidence
-Parent Report Card sign-in sheet. -Provide parents with NWEA grade level norms and Student Goal Setting Worksheet

Strategy 3

ON-TRACK | A. The chair/lead of the Attendance Committee will prepare and share building level attendance data to facilitate the monthly meeting."

May 15, 2018 to Jun 04, 2019 - Counselor and Attendance chair mcayala@cps.edu

Status history

May 20

ON-TRACK | May 20, 2018
Evidence
-The attendance report per grade and per classroom. -Potential strategies to address areas of need/concern.

ON-TRACK

B. After monthly Attendance Committee meetings, members will share next steps with their grade level team."

May 29, 2018 to Jun 11, 2019 - Attendance Committee members amrodriguez18@cps.edu

Status history

May 20

ON-TRACK
May 20, 2018
Evidence
-During grade level meeting-teachers will share out results and strategies to carry out the plan. The evidence includes classroom teachers tracking daily classroom attendance, and displaying daily attendance rate.

ON-TRACK

C. Teachers will create and promote individual classroom incentives to reduce truancy and tardiness."

May 07, 2018 to Jun 21, 2019 - All classroom teachers.

Status history

May 20

ON-TRACK
May 20, 2018
Evidence
-Parent communication logs and the distribution of 5-day and 10-day letters. -Classrooms will receive 10 points per day if they have 100% attendance. These points go towards various rewards.

ON-TRACK

D. Parents will be informed of school-wide attendance initiatives via flyers, phone calls and meetings throughout the school year."

May 28, 2018 to May 27, 2019 - gasotello@cps.edu

Status history

May 20

ON-TRACK

May 20, 2018

Evidence

-Distribution of flyers -Posting on school website -Robo Calls -Ms. Hernandez calls specific parents with constant absences -Individual Parent Communication

ON-TRACK

E. On a weekly basis, teachers will communicate with parents of chronically truant/tardy students in order to reinforce the importance of attendance and the impact it has on their child's educational outcomes"

Sep 04, 2018 to Jun 21, 2019 - Attendance Chair, Classroom Teachers

Status history

May 20

ON-TRACK

May 20, 2018

Evidence

-Teachers will send out truancy robocalls and letters. - log documenting the type of parent communication and the date that the attendance concern was shared with parents.

ON-TRACK

F, On a monthly basis, the ILT will analyze classroom level attendance performance to identify best-practices to be shared with all staff"

Aug 29, 2018 to Jun 21, 2019 - ILT Members

Status history

May 20

ON-TRACK

May 20, 2018

Evidence

-Focus on the classrooms with highest attendance percentages to create a monthly list of best practices to share out at Grade Level meetings.

ON-TRACK

G. On a quarterly basis, attendance committee will plan and conduct attendance award incentives to celebrate Students, Staff members, Parents, and building level successes"

Aug 28, 2018 to Apr 23, 2019 - Attendance chair

Status history

May 20

ON-TRACK

May 20, 2018

Evidence

-Plan and organize an award ceremony schedule to distribute awards to students with perfect attendance.

ON-TRACK

H. Once attendance data is reviewed, attendance incentives-including tying attendance to participation in field trips and other school activities will result in a positive shift/outcomes."

Aug 28, 2018 to Jun 03, 2019 - classroom teachers

Status history

ON-TRACK

May 20, 2018

Evidence

-School wide 10 point system per day that allows classrooms to accumulate specific amounts of points for rewards. -Teachers sharing the classroom incentives

ON-TRACK | I. Daily classroom recognition for perfect attendance."

Sep 04, 2018 to Jun 21, 2019 - janderson106@cps.edu

Status history

ON-TRACK | May 20, 2018

Evidence

-Ms. Anderson documenting classrooms with perfect attendance -receipt of recognition - announcement on intercom.

ON-TRACK | J. Attendance Clerk conducts daily house calls for students who are absent in addition to school-wide robocalls."

Sep 04, 2018 to Jun 21, 2019 - mhernandez2@cps.edu

Status history

ON-TRACK | May 20, 2018

Evidence

-Tool documenting calls made to parents on a daily basis

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

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.

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

The school will hold an annual meeting at a time convenient to parents 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 school will hold the Annual PAC Committee (parent ESSA / Title I informational meeting) on September 27, 2018. The organizational meeting will be held on October 18 , 2018. The ESSA / Title I Parent Committee will then meet on a monthly basis every third Thursday of the month. Our PAC secretary sends parents monthly announcements to invite ESSA, Title I parents, and all other parents to the monthly PAC meetings.

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.

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

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

> The school will provide parents with NWEA results which includes information regarding Math and Reading performance in the fall of 2018 when results are provided. Teachers will also provide parents with their NWEA results in October and January(K-2) and December (3-8). In addition, teachers send targeted student goal sheets for Reading and Math NWEA. At the end of the year, parents receive reports of their children's Reading and Math NWEA results included in their preliminary promotion letters.

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

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

Schools will assist parents of participating 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.

> Regular monthly PAC and Ttitle I meetings will be held where parents will have the opportunity to provide feedback. Parents attending PAC will also have the opportunity to decide topics for the agenda as well as make recommendations on the services and materials that their child receives during the school day or after school. Teachers are asked to provide workshops to parents regarding building level data such as NWEA Map Skills, Growth Sheets, NWEA Student Profile Reports, Achieve3000 Data, IXL Math and Reading as well as strategies that parents can implement at home to support students.

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.

> Our parents will consistently receive workshops to learn skills that will help them improve their children's academic achievement. Parents will be directed to visit the school's website to learn about the technology that can support student learning. In addition, Parents will receive training on the importance and caution of Technology, Cyber Bullying, Coping with difficult situations in life, Stress Management and Nutrition. The parents will receive on-going communication of outside organizations and organizations will be scheduled to set up informational booths for parents during report card distribution days and other school events. Parents will continue to have access to ESL software and safe use of technology training. Parent Portal assistance, as well as the Arts & Craft year round workshops will be scheduled monthly. Finally, teachers provide workshops to parents regarding building level data such as NWEA Map Skills, Growth Sheets, NWEA Student Profile Reports, Achieve3000 Data, IXL Math and Reading as well as strategies that parents can implement at home to support students.

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.

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

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.

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

Schools will ensure that information related to the school and parent 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.

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

Policy Implementation Activities

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

☑
In the CIWP, the school identifies current parental 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.)

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

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

The school will hold the following parent- teacher conferences: There will be the Parent Orientation scheduled for Thursday, August 30, 2018 for Pre-kindergarten & Kindergarten and Thursday, September 13, 2018 for 1st- 8th gr. where parents will be informed about what their child will be expected to learn and the teachers' expectations. We will also have Parent-Teacher conferences on November 15, 2018 & April 18, 2019. Other Teacher-Parent conferences will be scheduled as needed by teachers or parents. We will schedule parent conferences as needed with any new enrolling parents to stress our high standards when it comes to attendance/tardies, uniform, Spanish program.

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

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

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

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

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.

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

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

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

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

The parents will share the responsibility for improved student academic achievement by striving for perfect attendance and punctuality, by ensuring that their child is completing their homework daily, and by being available when teachers are reaching out to them. Parents will be asked to comply with all classroom and school requirements such as complying with school uniform policy, reading daily, participating in sport programs and activities. Parents are asked to work with the teachers and parents to seek and participate in extra-curricular activities such as sports, tutoring, or Fine Arts programs. Parents will also be given their NWEA goals and conference with teachers to establish a plan that will allow students to meet and/or exceed their individual targeted goal. Teachers are also incorporating the use of rubrics to encourage parents to understand expectations. Parents will assist the Parent Orientation Night, both Parent Report Card Conferences, and mandated Attendance meeting to understand their child's progress and the importance that parent participations plays on student's learning.

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

The students will share the responsibility for improved student academic achievement by striving for perfect attendance and punctuality, by coming to school with a positive attitude, by completing their homework daily, by respecting all adults in the building, by respecting each other on school grounds, and by asking for help when needed. Students will be asked to complete all classroom and school requirements such as complying with school uniform policy, reading daily, having a positive attitude, showing empathy, participating in sport programs and activities. Students are asked to work with the teachers and parents to seek and participate in extra-curricular activities such as sports, tutoring, or Fine Arts programs. Students will also be given their NWEA goals and conference with teachers to establish a plan that will allow them to meet and/or exceed their individual targeted goal. Lastly, students will learn and/or strengthen their self-discipline and self-control.

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.

Assist families with parenting skills,family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level.
Communicate with families about school programs and students progress.
Involve families with their children in academic learning at home,including homework goal setting, and other curriculum- related activities.
Include families as participants in school decisions, governance, and advocacy activities through school council and PAC.
TIME LINE
September 27, 2018 Annual Title I Parents Meeting
October 18, 2018 Organizational meeting - Arts & crafts
November 29, 2018 Child development and learning- Arts & crafts
December 20, 2018 End of year celebration - Arts & crafts
January 24, 2019 Students goals and curriculum- Arts & crafts
February 21, 2019 Family and academic learning - Arts & crafts
March 21, 2019 School involvement - Arts & crafts
April 25, 2019 Diverse learners workshop - Arts & crafts
May 23, 2019 Summer programs
June 13- Arts & crafts, 2018 Educational Field trip

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.	$	Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	454	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	465	.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)	$	700	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.00
54205 Travel	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	Amount	.00
54565 Reimbursements	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent 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.	$ 300	.00