



Maria Saucedo Elementary Scholastic Academy / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Virginia Hiltz	Principal	vthiltz@cps.edu	Has access
Holly Krueger	MTSS Facilitator	HAKrueger@cps.edu	No Access
Melissa Potts	5th Grade Teacher	mapotts@cps.edu	No Access
Shequitis Booker-Shelton	Special Education Teacher/PPLC	blshequitis@cps.edu	No Access
Linda Aguirre	Bilingual 3rd Grade	lorozco@cps.edu	No Access
America Olmedo	Bilingual 4th Grade	ayolmedo@cps.edu	No Access
Mary Lyons	Kindergarten	malyons@cps.edu	No Access
Nicole Lyons	2nd Grade	nmylons@cps.edu	No Access

### Team meetings

Date	Participants	Topic
02/01/2018	Virginia Hiltz, Holly Krueger, Linda Aguirre, Shequitis Shelton, may lyons, Nicole Lyons, Rosario Canizales, America Olmedo, Melissa Potts- Lopez	Planning calendar
02/07/2018	Virginia Hiltz, Holly Krueger, Linda Aguirre, Shequitis Shelton, may lyons, Nicole Lyons, Rosario Canizales, America Olmedo, Melissa Potts- Lopez	Scope and sequence
02/21/2018	Virginia Hiltz, Holly Krueger, John Toman, Linda Aguirre, Shequitis Shelton, may	Framework evidence

lyons, Nicole Lyons, Rosario Canizales, America Olmedo, Melissa Potts- Lopez

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02/28/2018 Virginia Hiltz, Holly Krueger, John Toman, Linda Aguirre, Shequitis Shelton, may lyons, Nicole Lyons, Rosario Canizales, America Olmedo, Melissa Potts- Lopez Framework evidence and scoring

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03/14/2018 Virginia Hiltz, Holly Krueger, Linda Aguirre, Shequitis Shelton, Mary Lyons, Nicole Lyons, John Toman Framework evidence and scoring

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03/21/2018 Framework evidence and scoring, look at priorities & strategies

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

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

1 2 3 4

We are working on shared beliefs through restorative practices training and positive discipline training as well as tier one instruction alignment of bilingual programming, and beliefs and expectations for our special education students.

Effective Leaders: Neutral

Instructional leadership performance is neutral at . (5 Essential Survey)

Collective responsibility performance is neutral at (#).

Program Coherence performance is neutral at 52

Teachers meet in grade level bands at least 1 time per week. We are always looking to better our school, but vision and mission are not clear to all stakeholders. Awards assemblies( Citizenship).

School wide attendance-incentives

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

### Instructional Leadership Team:

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

Score

1 2 **3** 4

ILT use of agenda, calendar, protocols and minutes.  
 Our focus for 2017-18 is to improve tier 1 instruction using Backwards Design planning and aligning across grade level by creating a school-wide scope and sequence.  
 Based on post data professional development was provided to target area in need.  
 Team meets weekly.  
 Team is representative of most grade levels. A representative from the bilingual program and special education program are also part of the team.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

Score

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

1 **2** 3 4

Use data to determine school's instructional practices. Lead teachers in the core content area to provides professional development to grade level teams in areas of academics and MTSS.  
 Use of survey to provide staff feedback and inform selection of PD opportunities.  
 Principal met with teachers at the beginning of the year to discuss Framework for Teaching.  
 Collaborative practices-Low in observation of peers( need #). ( 5 essential survey)  
 More consistency in differentiated PD.

### Guide for Professional Learning

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### 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

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

### Guide for Aligned Resources

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

1 2 3 4

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.

Unit plans are due prior to the start of each quarter and uploaded into Google Drive.  
 Sequence and pacing guides have been created through out the year.  
 SQRP rating is 2+, a school in good standing with CPS.  
 Five Essentials revealed: Ambition Instruction - weak; Effective Leaders - neutral; Collaborative Teachers -neutral  
 Performance Standards for leaders: C1 - training teachers on Restorative Practices and Positive Discipline; Culture and Climate  
 Team working on three key areas; Counseling Department increasing capacity on tier 3 SEL supports.  
 Second Step curriculum  
 Scope and sequence aligned across content and grade level.

### 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	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
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	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### Instructional Materials:

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

Score

1 2 3 4

Saucedo practices the Balanced Literacy Approach, and therefore, teachers utilize anchors texts, shared readings, leveled classroom libraries, a school leveled book room, and novels to teach objectives aligned to the Common Core State standards, WIDA Standards and Spanish Language Arts Standards. Teachers also implement Leveled Literacy Intervention program (LLI), which provides leveled reading instruction for small group instruction and Diverse Learner support. Teachers also implement RAZ Kids and Words Their Way for small group instruction and reading support. Math instruction and intervention is supported by the Go Math series and before and after school programming. Teachers also use IXL, Khan academy, Reflex Math for reinforcement, Mystery Science and Diverse Learner support. Students have access to all online support from their homes too. To support The Next Generation Science standards in classroom instruction, grade levels implement FOSS kits and Sepup. In order to support students in meeting their grade level writing standards, teachers implement Lucy Calkins literacy curriculum across grade levels. Supplement magazines, Scholastic Science, Science World, ectt Grade levels have different types of technology to be implemented into classroom instruction such as: Chrome books, IPADS, and lap tops. Students have access to a school library.

## Guide for Instructional Materials

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

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

- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDI PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### 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

Data meetings are held with grade levels to analyze student data and identify areas of weakness and brainstorm strategies to support varying levels of student learning.

## Guide for Rigorous Student Tasks

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



## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1d. Designing Coherent Instruction</li> <li>2b. Establishing a Culture for Learning</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching For Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Anticipation Routines Meet Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (EQIP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

### Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

Counselors host a high school fair yearly for middle school students. Naviance, a web based high school, college, and career planning tool, has been used in middle school at Saucedo. Students are able to complete a variety of high school, college and career exploration and access activities from 6th grade through high school. Saucedo hosts a yearly High School Fair for 7th and 8th graders. The counselors also work with all middle schoolers on the completion of their Individual Learning Plans. (ILPs) through Classroom Guidance lessons, using Naviance. Naviance allows the students to work on goal setting, as well as, high school and career exploration. A school wide attendance plan has been implemented. Attendance is just under 96%.

Using the On Track attendance data on Dashboard, counselors work on ensuing students to remain on track through individual and small group counseling sessions. Counselors stress the importance of attendance and how that impacts the students overall academic growth and success, beyond elementary school.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Identity Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
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	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Reading Growth: Better than 58% of Schools nationally  
 Math Growth: Better than 27% of schools nationally  
 Reading Attainment: Better than 66% of schools nationally  
 Math Attainment: Better than 51% of schools nationally  
 Ambitious Instruction: Weak  
 Effective Leaders: Neutral

### 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	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Framework for Teaching with Critical Attributes</li> <li>✓ CPS Framework for Teaching Professional Learning Modules</li> <li>✓ CPS Framework for Teaching Professional Learning Opportunities</li> <li>✓ Special Education Addendum</li> <li>✓ English Language Learner Addendum</li> </ul>

### 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

There is a school-wide policy for how to weight grades by grade level.  
 In the middle school, departments come up with a school wide policy.  
 An assessment calendar is created at the beginning of the year.

### Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)**
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**

- Work together on building common assessments within a department, course, or grade level team.
- Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
- Use common protocols and calibrate on scoring and grading in teacher teams.
- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradabooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### 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

Saucedo teachers use small group instruction and individualized interventions to accommodate students who are struggling. Some teachers have morning RtI (MTSS) math and reading interventions 2 days a week for an hour and after school interventions. Teachers progress monitor data to track student response to intervention. Teachers adjust interventions as needed and use the LLI kits for interventions in reading. Teachers also use Reflex Math, Khan Academy, and IEXEL for math interventions. Second Step curriculum implemented at the middle school level. New attendance program offers incentives. Teachers receive data when students are chronically absent and are encouraged to call home and speak with parents/guardians. Individual teachers send home notices regarding homework, D/F grades and low reports in class. Parents are offered training to utilize the Parent Portal, and are given access to student grades. Parents are encouraged to monitor their child's progress regularly.

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

### Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

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

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

Teachers post content and language objectives in the classroom.

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

Bilingual teachers translate materials in native language for new comers.

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

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

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

Bulletin boards demonstrate authentic student work.

There are high attendance rates in all grade levels (#)

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

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work: evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SGA? Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Composites: Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/lel)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

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

### Score

1 2 3 4

Saucedo has very low mobility which helps create a strong bond between students and staff members. Staff members really get to know the students and their families.

Staff members collaborate well with their teams yet need more time to collaborate with other grade level teams. At Saucedo, we have tried vertical articulation in the past to help develop the fluency between grades from Pre-K to 8th grade.

At Saucedo, we hold monthly union meetings and quarterly support for Reach evaluations.

According to the 5 Essential Survey, Teacher-to-Teacher trust is .

According to the 5 Essential Survey, Principal-to-Teacher trust is .

Groups of teacher have applied and have been given grants for Study Groups.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

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

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

Score

1 **2** 3 4

Saucedo has several sports available before and/ or after school, such as soccer, volleyball, basketball, track & field, flag football, swim team, Student-Staff Competitions, Middle School Dances (6-8th grades).

Saucedo hosts outside organizations such as Girl Scouts, Girls on the Run, marching bands, & Junior Achievement from Farragut H.S. ROTC students, Social-Emotional Learning, Hubbard Street Dance, (Homework Help, Honor Roll, etc.).

BAM ( Becoming a Man)

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

Saucedo has Student Council. The student council is led by the students and supported by two teachers. They incorporate events throughout the school year such as Spirit week, talent show, integrate different strategies for students to feel included. Students in grades 6-8 are invited to participate in their IEP meetings.

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

Students participate in Kiddie Carnival, holiday dances.

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

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

Students in grades 4-8 complete the My Voice My Survey.

Saucedo offers Algebra class with a 100% passing rate every year.

After school Tech Crew composed of students and one teacher.

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

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

## Guide for Student Voice, Engagement, & Civic Life

### 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



Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• MYMS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Sample learning reports and/or reflections of SL projects</li> <li>• Link and curriculum maps, rubric, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measure	✓ Five Essentials – Supporting Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS Standards

### Safety & Order:

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

Score

1 2 3 4

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

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **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	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/pdf)</a></li> </ul>

### Restorative Approaches to Discipline:

Score

1 2 3 4

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

#### Second Step Curriculum

Some teachers create their own incentives in the classrooms.

Saucedo used MTSS for academic concerns but also for behavior, social, and emotional growth.

Saucedo has two counselors and one social worker to help students with behavior, social, and emotional issues.

We have BAM and Girls on the Run to promote mentoring.

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

### Parent and Family Partnership:

Score

1 2 3 4

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

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

### Guide for Parent and Family Partnership

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

- Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
1	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
1	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 $\emptyset$
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 $\emptyset$

- 2 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life
- 3 Culture of & Structure for Continuous Improvement: Instructional Leadership Team
- 3 Expectations for depth & breadth of Student Learning: Instructional Materials

1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	<input type="radio"/>

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
<b>National School Growth Percentile - Reading</b>					
We selected higher goals based upon the new tools that we have access to between testing periods. There are many examples of high quality literacy instruction, and we believe that with our work this year on alignment we will be able meet these high expectations.	75.00	58.00	97.00	70.00	75.00
<b>National School Growth Percentile - Math</b>					
We selected higher goals based upon the new tools that we have access to between testing periods. We believe that with our work this year on alignment and our partnership with Leading Educators that we will be able meet these high expectations.	40.00	27.00	93.00	45.00	55.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
We selected higher goals based upon the new tools that we have access to between testing periods. There are many examples of high quality literacy instruction, and we believe that with our work this year on alignment we will be able meet these high expectations. We selected higher goals based upon the new tools that we have access to between testing periods. We believe that with our work this year on alignment and our partnership with Leading Educators that we will be able meet these high expectations.	57.30	51.80	75.00	60.00	65.00
<b>African-American Growth Percentile - Reading</b>					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
Our students' successful growth will be impacted by a better aligned bilingual program coupled with better aligned English only program.	76.00	58.00	97.00	64.00	70.00
<b>English Learner Growth Percentile - Reading</b>					
Staff realignment and a better aligned bilingual program will push our growth back up in these areas.	52.00	18.00	99.00	30.00	40.00
<b>Diverse Learner Growth Percentile - Reading</b>					
Our partnership with Gust which provides high quality professional development will ensure our diverse learners show more growth.	24.00	24.00	99.00	30.00	35.00
<b>African-American Growth Percentile - Math</b>					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>					

We selected higher goals based upon the new tools that we have access to between testing periods. We believe that with our work this year on alignment and our partnership with Leading Educators that we will be able meet these high expectations.

40.00	25.00	93.00	30.00	35.00
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**English Learner Growth Percentile - Math**

We selected higher goals based upon the new tools that we have access to between testing periods. We believe that with our work this year on alignment and our partnership with Leading Educators that we will be able meet these high expectations.

34.00	40.00	99.00	45.00	50.00
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**Diverse Learner Growth Percentile - Math**

We selected higher goals based upon the new tools that we have access to between testing periods. We believe that with our work this year on alignment and our partnership with Leading Educators that we will be able meet these high expectations. Our partnership with Gust which provides high quality professional development will ensure our diverse learners show more growth.

60.00	4.00	99.00	30.00	40.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Aligned practices throughout all areas of reading should help us reach more rigorous goals.

64.00	66.00	69.00	70.00	75.00
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**National School Attainment Percentile - Math (Grades 3-8)**

We selected higher goals based upon the new tools that we have access to between testing periods. We believe that with our work this year on alignment and our partnership with Leading Educators that we will be able meet these high expectations.

62.00	51.00	88.00	60.50	70.00
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**National School Attainment Percentile - Reading (Grade 2)**

More support will be provided to our K- 2 students to ensures students are on grade level, leaving second grade.

(Blank)	34.00	75.00	40.00	45.00
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**National School Attainment Percentile - Math (Grade 2)**

More support will be provided to our K- 2 students to ensures students are on grade level, leaving second grade.

(Blank)	19.00	49.00	29.50	40.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

A new ELPT is aligning the bilingual program. She will stay in the role to minimize the disruptions caused by changing ELPTs. This is promote student success.

38.90	(Blank)	65.00	45.00	50.00
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**Average Daily Attendance Rate**

Historically our attendance is above 96%. The counselors learned about school wide attendance plans this year, targeted tier two and tier three interventions, and we have more strategically scheduled Kindergarten graduation and other events.

96.50	95.90	98.00	96.50	96.50
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**My Voice, My School 5 Essentials Survey**

Our participation rates are the highest they have been.

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

If we implement a high quality tier 1 curriculum

...then we see...

Teachers aligning tasks and assessments with standard-based learning objectives that reflect the depth and breadth of standards and all students appropriately challenged and engaged.

...which leads to...

Saucedo meeting student growth and attainment targets from the goal page of the CIWP.

Tags:  
Curriculum

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Status
At the start of each school year, each teacher and grade level will set performance goals based on EOY data from the previous year.	Grade Level Teams; ILT; individual teachers	May 7, 2018 to Sep 3, 2018	Not started

**Curriculum, Assessment and grading**

Provide professional development in rigorous assessment tasks; analyze tasks in unit plans and student work in grade level teams	PPLC; MTSS Coordinator	Aug 27, 2018 to Apr 1, 2019	On-Track
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**Curriculum, Assessment and grading, Curriculum alignment**

Grade book audits to check for consistent aligned grading practices and alignment to school wide expectations and alignment to policy for EL students and DL students	MTSS Coordinator	Aug 27, 2018 to Jun 21, 2019	On-Track
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**Assessment and grading**

Develop assessments that measure the development of academic vocabulary and sight words for English Learners.	Bilingual teachers and ELPT	Aug 27, 2018 to May 31, 2019	On-Track
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**Assessment and grading**

DL- Modifications at the grade level. Provide professional development; Review of and feedback IEP goals five days prior to IEP meeting; five week reviews of progress monitoring charts	Case Manager	Sep 3, 2018 to Jun 21, 2019	On-Track
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**Diverse Learners**

Provide support for new teachers through new teacher committee on grading software, assessment best practices, expectations, and philosophy	Administration Teacher Leads	Aug 27, 2018 to Jun 21, 2019	On-Track
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**Mentoring, Assessment and grading**

Create an assessment calendar and develop specialized projects to enhance project based learning	ILT Grade Level Teams	Sep 3, 2018 to Jun 21, 2019	Not started
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**Curriculum planning, Assessment and grading**

Develop an analysis of student work protocol	ILT Grade Level Teams	Sep 3, 2018 to Jun 21, 2019	On-Track
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**Assessment and grading, Analyze student work**

Develop formative assessments in terms of exit slips, small group instruction, and extended response questions.	ILT Grade Level Teams	Sep 3, 2018 to Jun 21, 2019	On-Track
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**Assessment and grading**

Engage in professional development of UbD, along with alignment of Standards & Assessments	ILT	Sep 3, 2018 to Jun 21, 2019	On-Track
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**Assessment and grading, Curriculum professional development**

School wide clear understanding of assessment types ( common vocabulary).	ILT	Sep 3, 2018 to Jun 21, 2019	On-Track
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**Assessment and grading**

Teacher leaders will facilitate CCSS cycles of professional learning math teacher content and analysis of student data.	LEI teacher leaders	Aug 27, 2018 to Jun 19, 2020	On-Track
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**Math professional development**

Analyze math assessments to ensure that CCSS alignment in place. Administer CCSS interim math assessments. Analyze student data to determine progression of mastery.	LEI teacher leaders with their teams	Sep 3, 2018 to Jun 19, 2020	On-Track
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**Math assessments**

**Strategy 2**

If we do...

screening, diagnostic, and progress monitoring assessments to identify deficits in academic, social, and emotional milestones

...then we see...

students receiving high quality tier 2 and tier 3 interventions

...which leads to...

40% of students exiting MTSS, and less movement from tier 2 to tier 3 status.

Tags:

Multi tiered systems of support

Area(s) of focus:

1

Action step

Differentiated PD on MTSS to whole staff reviewing tiers and problem solving process.

Responsible

MTSS Coordinator

Timeframe

Aug 27, 2018 to  
Aug 31, 2018

Status

On-Track

**Multi-tiered support systems**

Provide professional development to parents on the implementation of interventions.	MTSS Coordinator	Sep 10, 2018 to Mar 1, 2019	On-Track
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**Multi tiered systems of support**

Interventionist support for EL students under the 21% on EOY Benchmark data.	Bilingual Coordinator & TAs	Sep 10, 2018 to May 31, 2019	On-Track
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**Multi tiered systems of support**

Professional development on the referral process.	Case manager	Sep 3, 2018 to May 3, 2019	On-Track
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**Diverse Learners**



Develop a progress monitoring schedule across all grade levels	Principal ILT	select	On-Track
<b>Multi tiered systems of support</b>			
Implementation of an Intervention Block	Principal ILT Grade Level Teams	select	On-Track
<b>Interventions</b>			
Ensuring implementation of a standards based school counseling curriculum and support tier 1	Counselors	select	On-Track
<b>Multi tiered system of approaches</b>			
Counselor participation in the identification and implementation of research based strategies.	Counselor	select	On-Track
<b>Multi tiered support systems</b>			
Data driven exit criteria	MTSS team	Aug 27, 2018 to May 31, 2019	Completed
<b>Multi tiered systems of support</b>			
Define protocol for MTSS and criteria for each grade level (One pager).	MTSS Team	Aug 27, 2018 to Nov 2, 2018	Completed
<b>Mtss process</b>			
Professional development/ support for teachers with code 13 students transitioning from bilingual to monolingual program.	Bilingual coordinator	Aug 27, 2018 to May 31, 2019	On-Track
<b>MTSS, Professional development</b>			
Establish a MTSS committee made up of Interventionist, Bilingual Coordinator, Counselor, and Special Education teacher to offer support and feedback to teachers.	Administration	Aug 27, 2018 to May 31, 2019	Completed
<b>Multi tiered systems of support</b>			
Create a resource bank for behavioral and academic interventions	MTSS Team	select	On-Track
<b>Multi tiered systems of support</b>			
Interventionist Coordinator assigned to work with grades 3 & 6 that have scored below the 21% on NWEA	(Blank)	select	On-Track
<b>Interventionist</b>			
Provide additional support for k-1 students.	Administrator	Sep 3, 2018 to Jun 21, 2019	On-Track
<b>MTSS</b>			
Provide additional support for ELs.	Bilingual Coordinator	Sep 3, 2018 to Jun 21, 2019	On-Track
<b>MTSS, EI</b>			

Professional development for using the MTSS logging tool.	Administrator	Aug 27, 2018 to Sep 4, 2018	On-Track
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**MTSS**

Professional development for teacher assistants on providing research based interventions.	Adminstrator	Aug 27, 2018 to Jun 21, 2019	On-Track
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**MTSS**

Foundational Adult practices- self assessment on foundational approaches to discipline.	School Culture and Climate team	Aug 27, 2018 to Jun 19, 2020	On-Track
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**School culture and climate team**

Trauma informed Behavioral Health Team.	Counselors Administartion	select	Completed
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**Behavior health**

Professional development on Restorative approach, Student Code of Conduct, SEL, & Implementation of Second Step Curriculum.	Counselors Administartion	select	On-Track
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**Social and emotional learning**

Counseling, Social Work, & Interventionist will develop a menu of resources both instructive, and disciplinary in addition to tier 2 & 3 behavioral health supports.	Counselors, Social Worker, Interventionist	select	On-Track
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**Interevention**

Encourage family members to work with & recruit community organizations to support school climate and culture, invite businesses to community partner.	Parent organization	select	On-Track
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Provide Restorative Practices Block to implement Peace Circles, Conferencing, and SEL practices.	Administration Teachers	select	On-Track
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**Social emotional learning**

Student Leadership roles as peer mediators.	Social Emotional Supports Team	select	On-Track
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**Peer mediation**

Develop a tracking system on order to monitor data regarding progress and effectiveness of school restorative practices.	Administration Climate and Culture Team	select	On-Track
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**Social emotional learning**

Develop procedures for students, staff, and families to request support.	Administration Climate and Culture Team	select	On-Track
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**Social emotional learning**

Provide professional development on diverse learners with emotional disabilities such as autism & ADHD

Social work

select

On-Track

### Diverse Learners

### Action Plan

### Strategy 1

**NOT STARTED** At the start of each school year, each teacher and grade level will set performance goals based on EOY data from the previous year."

May 07, 2018 to Sep 03, 2018 - Grade Level Teams; ILT; individual teachers

### Status history



**NOT STARTED** Nov 07, 2018  
**Evidence**

**ON-TRACK** Nov 07, 2018  
**Evidence**  
Grade level data meetings.

**ON-TRACK** Nov 07, 2018  
**Evidence**  
BOY grade level data meetings.

**ON-TRACK** Nov 06, 2018  
**Evidence**

**NOT STARTED** May 09, 2018  
**Evidence**  
Growth on Benchmark Assessment; Goal setting sheets

**ON-TRACK** Provide professional development in rigorous assessment tasks; analyze tasks in unit plans and student work in grade level teams"

Aug 27, 2018 to Apr 01, 2019 - PPLC; MTSS Coordinator

### Status history



**ON-TRACK** Nov 07, 2018  
**Evidence**  
Grade level meetings.

**NOT STARTED** Nov 06, 2018  
**Evidence**

**NOT STARTED** May 09, 2018  
**Evidence**  
On track data

**ON-TRACK** Grade book audits to check for consistent aligned grading practices and alignment to school wide expectations and alignment to policy for EL students and DL students"

Aug 27, 2018 to Jun 21, 2019 - MTSS Coordinator

### Status history



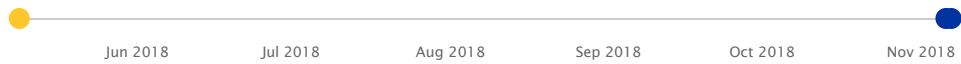
**ON-TRACK** Nov 07, 2018  
**Evidence**  
Principal directed meetings on EL and DLs.

**ON-TRACK** Nov 06, 2018  
**Evidence**

**NOT STARTED** May 09, 2018  
**Evidence**  
On track data

**ON-TRACK** Develop assessments that measure the development of academic vocabulary and sight words for English Learners."  
Aug 27, 2018 to May 31, 2019 - Bilingual teachers and ELPT

### Status history



**ON-TRACK** Nov 07, 2018  
**Evidence**  
ELPT conferences with teachers.

**ON-TRACK** Nov 06, 2018  
**Evidence**

**BEHIND** May 09, 2018  
**Problem**  
ACCESS scores  
**Root Cause**  
**Next steps**

**ON-TRACK**  
DL- Modifications at the grade level. Provide professional development; Review of and feedback IEP goals five days prior to IEP meeting; five week reviews of progress monitoring charts"  
Sep 03, 2018 to Jun 21, 2019 - Case Manager

### Status history



**ON-TRACK** Nov 07, 2018  
**Evidence**  
DL meetings with Case Manager within pd cycles.

**ON-TRACK** Nov 06, 2018  
**Evidence**

**BEHIND** May 09, 2018  
**Problem**  
Benchmark/ Grade level assessments  
**Root Cause**  
**Next steps**

**ON-TRACK**  
Provide support for new teachers through new teacher committee on grading software, assessment best practices, expectations, and philosophy"  
Aug 27, 2018 to Jun 21, 2019 - Administration Teacher Leads

### Status history



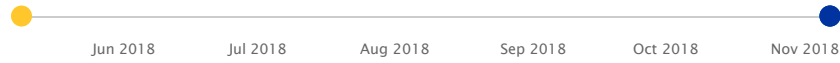
**ON-TRACK** Nov 07, 2018  
**Evidence**  
Administration meetings with new teachers inclusive of mentoring partnerships.

**ON-TRACK** Nov 06, 2018  
**Evidence**

**BEHIND** May 09, 2018  
**Problem**  
Aligned grading system/ On track data.  
**Root Cause**  
**Next steps**

**NOT STARTED** Create an assessment calendar and develop specialized projects to enhance project based learning"  
Sep 03, 2018 to Jun 21, 2019 - ILT Grade Level Teams

### Status history



**NOT STARTED** Nov 07, 2018  
**Evidence**

**ON-TRACK** Nov 07, 2018  
**Evidence**  
Assessment and progress monitoring calendar in place.

**ON-TRACK** Nov 07, 2018  
**Evidence**  
Assessment calendar inclusive of unit plans.

**BEHIND** May 09, 2018  
**Problem**  
Benchmark data  
**Root Cause**  
**Next steps**

**ON-TRACK** Develop an analysis of student work protocol"  
Sep 03, 2018 to Jun 21, 2019 - ILT Grade Level Teams

### Status history

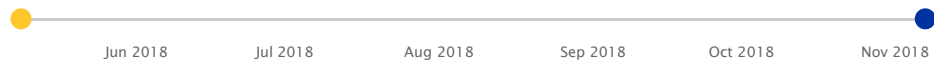


**ON-TRACK** Nov 07, 2018  
**Evidence**  
Grade level team meetings analyzing student work.

**BEHIND** May 09, 2018  
**Problem**  
Quarterly growth in grades  
**Root Cause**  
**Next steps**

**ON-TRACK** Develop formative assessments in terms of exit slips, small group instruction, and extended response questions."  
Sep 03, 2018 to Jun 21, 2019 - ILT Grade Level Teams

### Status history



**ON-TRACK** Nov 07, 2018  
**Evidence**  
Performance assessments are required as part of quarterly unit planning.

**BEHIND** May 09, 2018  
**Problem**  
Quarterly growth in grades  
**Root Cause**

### Next steps

**ON-TRACK** Engage in professional development of UbD, along with alignment of Standards & Assessments"  
Sep 03, 2018 to Jun 21, 2019 - ILT

### Status history



**ON-TRACK** Nov 07, 2018  
**Evidence**

**BEHIND** May 09, 2018  
**Problem**  
Quarter grade growth/Benchmark Assessments  
**Root Cause**  
**Next steps**

**ON-TRACK** School wide clear understanding of assessment types ( common vocabulary)."  
Sep 03, 2018 to Jun 21, 2019 - ILT

### Status history

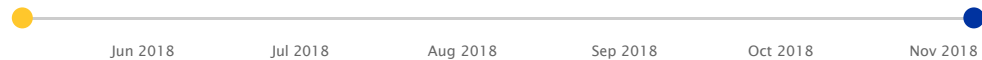


**ON-TRACK** Nov 07, 2018  
**Evidence**  
Discussed in grade level teams inclusive of unit planning.

**BEHIND** May 09, 2018  
**Problem**  
Unit Plans/ Grades  
**Root Cause**  
**Next steps**

**ON-TRACK** Teacher leaders will facilitate CCSS cycles of professional learning math teacher content and analysis of student data."  
Aug 27, 2018 to Jun 19, 2020 - LEI teacher leaders

### Status history



**ON-TRACK** Nov 07, 2018  
**Evidence**  
Summit and Balanced Literacy teach back to staff.

**BEHIND** May 09, 2018  
**Problem**  
Student data  
**Root Cause**  
**Next steps**

**ON-TRACK**  
Analyze math assessments to ensure that CCSS alignment in place. Administer CCSS interim math assessments. Analyze student data to determine progression of mastery."

Sep 03, 2018 to Jun 19, 2020 - LEI teacher leaders with their teams

### Status history



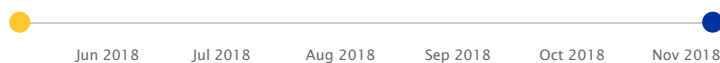
**ON-TRACK** Nov 07, 2018  
**Evidence**

**NOT STARTED** May 09, 2018  
**Evidence**  
Student data

## Strategy 2

**ON-TRACK** Differentiated PD on MTSS to whole staff reviewing tiers and problem solving process."  
Aug 27, 2018 to Aug 31, 2018 - MTSS Coordinator

### Status history

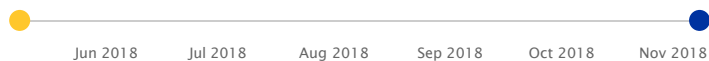


**ON-TRACK** Nov 07, 2018  
**Evidence**  
MTSS pd offered in cycle calendar.

**BEHIND** May 09, 2018  
**Problem**  
Dashboard data regarding academic and behavioral status.  
**Root Cause**  
**Next steps**

**ON-TRACK** Provide professional development to parents on the implementation of interventions."  
Sep 10, 2018 to Mar 01, 2019 - MTSS Coordinator

### Status history

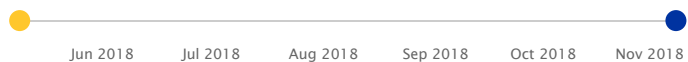


**ON-TRACK** Nov 07, 2018  
**Evidence**

**BEHIND** May 09, 2018  
**Problem**  
Percentage of students exiting MTSS roster  
**Root Cause**  
**Next steps**

**ON-TRACK** Interventionist support for EL students under the 21% on EOY Benchmark data."  
Sep 10, 2018 to May 31, 2019 - Bilingual Coordinator & TAs

### Status history



**ON-TRACK** Nov 07, 2018  
**Evidence**  
ELPT provides interventions to ELs through push-in approach.

**BEHIND** May 09, 2018  
**Problem**  
Benchmark data  
**Root Cause**  
**Next steps**

**ON-TRACK** Professional development on the referral process."  
Sep 03, 2018 to May 03, 2019 - Case manager

### Status history



Jun 2018 Jul 2018 Aug 2018 Sep 2018 Oct 2018 Nov 2018

ON-TRACK

Nov 07, 2018

**Evidence**

Case manager meets with grade level teams around 5 week cycles.

BEHIND

May 09, 2018

**Problem**

Comprehensive IEPs

**Root Cause**

**Next steps**

ON-TRACK

Develop a progress monitoring schedule across all grade levels"

- Principal ILT

## Status history



ON-TRACK

Nov 07, 2018

**Evidence**

Progress monitoring schedule has been created and published for staff.

BEHIND

May 09, 2018

**Problem**

Benchmark data

**Root Cause**

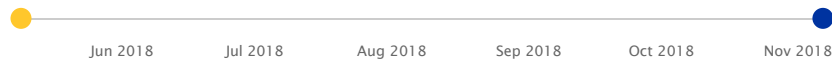
**Next steps**

ON-TRACK

Implementation of an Intervention Block"

- Principal ILT Grade Level Teams

## Status history



ON-TRACK

Nov 07, 2018

**Evidence**

Students in K-4 have an intervention block supported by teaching assistant staff.

BEHIND

May 09, 2018

**Problem**

Benchmark data/ Formative assessments

**Root Cause**

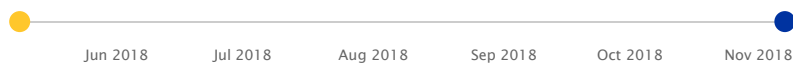
**Next steps**

ON-TRACK

Ensuring implementation of a standards based school counseling curriculum and support tier 1"

- Counselors

## Status history



ON-TRACK

Nov 07, 2018

**Evidence**

BEHIND

May 09, 2018

**Problem**

Dashboard

**Root Cause**

**Next steps**

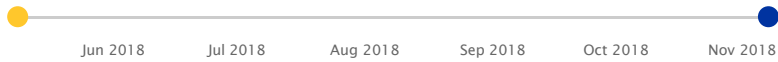
ON-TRACK

Counselor participation in the identification and implementation of research based strategies."



- Counselor

## Status history



**ON-TRACK** Nov 07, 2018  
**Evidence**  
SEL- Second Step curriculum

**BEHIND** May 09, 2018  
**Problem**  
**Root Cause**  
**Next steps**

**COMPLETED** Data driven exit criteria"  
Aug 27, 2018 to May 31, 2019 - MTSS team

## Status history

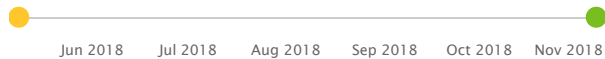


**COMPLETED** Nov 05, 2018  
**Evidence**

**BEHIND** May 09, 2018  
**Problem**  
Benchmark data growth in proficeincy  
**Root Cause**  
**Next steps**

**COMPLETED** Define protocol for MTSS and criteria for each grade level (One pager)."  
Aug 27, 2018 to Nov 02, 2018 - MTSS Team

## Status history

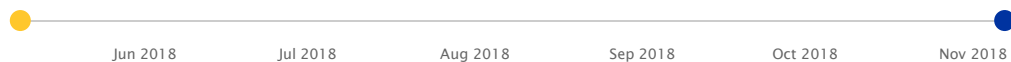


**COMPLETED** Nov 07, 2018  
**Evidence**  
MTSS Handbook

**BEHIND** May 09, 2018  
**Problem**  
**Root Cause**  
**Next steps**

**ON-TRACK** Professional development/ support for teachers with code 13 students transitioning from bilingual to monolingual program."  
Aug 27, 2018 to May 31, 2019 - Bilingual coordinator

## Status history



**ON-TRACK** Nov 07, 2018  
**Evidence**  
ELPT meets in 5 week cycles with grade level teams.

**BEHIND** May 09, 2018  
**Problem**  
Access scores for code 13s  
**Root Cause**  
**Next steps**

COMPLETED

Establish a MTSS committee made up of Interventionist, Bilingual Coordinator, Counselor, and Special Education teacher to offer support and feedback to teachers."

Aug 27, 2018 to May 31, 2019 - Administration

### Status history



COMPLETED

Nov 07, 2018  
**Evidence**  
MTSS team is in place.

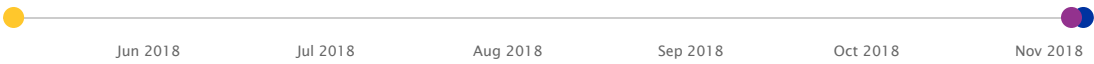
BEHIND

May 09, 2018  
**Problem**  
MTSS Exits  
**Root Cause**  
**Next steps**

ON-TRACK

Create a resource bank for behavioral and academic interventions"  
- MTSS Team

### Status history



ON-TRACK

Nov 07, 2018  
**Evidence**  
Interventions are available in the MTSS Handbook.

POSTPONED

Nov 05, 2018  
**Problem**  
There is no problem. We just decided this work would need to be completed over the summer going into Year 2.  
**Root Cause**  
**Next steps**

BEHIND

May 09, 2018  
**Problem**  
**Root Cause**  
**Next steps**

ON-TRACK

Interventionist Coordinator assigned to work with grades 3 & 6 that have scored below the 21% on NWEA"  
-

### Status history



ON-TRACK

Nov 07, 2018  
**Evidence**

COMPLETED

Nov 05, 2018  
**Evidence**

BEHIND

May 09, 2018  
**Problem**  
Scoring over 24% on spring benchmark assessments  
**Root Cause**  
**Next steps**

ON-TRACK

Provide additional support for k-1 students."  
Sep 03, 2018 to Jun 21, 2019 - Administrator

### Status history



Jun 2018

Jul 2018

Aug 2018

Sep 2018

Oct 2018

Nov 2018

ON-TRACK

Nov 07, 2018

**Evidence**

Students in kindergarten and first grade have a teaching assistant in each class for support.

BEHIND

May 09, 2018

**Problem**

TRC Data

**Root Cause**

**Next steps**

ON-TRACK

Provide additional support for ELs."

Sep 03, 2018 to Jun 21, 2019 - Bilingual Coordinator

### Status history



ON-TRACK

Nov 07, 2018

**Evidence**

ELPT support

BEHIND

May 09, 2018

**Problem**

TRC and ACCESS Data

**Root Cause**

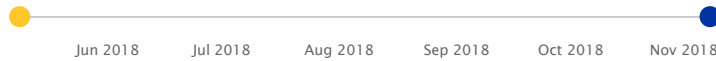
**Next steps**

ON-TRACK

Professional development for using the MTSS logging tool."

Aug 27, 2018 to Sep 04, 2018 - Administrator

### Status history



ON-TRACK

Nov 07, 2018

**Evidence**

MTSS team has scheduled meetings in regards to the logging tool.

BEHIND

May 09, 2018

**Problem**

Teachers will log data

**Root Cause**

**Next steps**

ON-TRACK

Professional development for teacher assistants on providing research based interventions."

Aug 27, 2018 to Jun 21, 2019 - Administrator

### Status history



ON-TRACK

Nov 07, 2018

**Evidence**

Professional development has been planned as part of learning cycles.

BEHIND

May 09, 2018

**Problem**

Student data

**Root Cause**

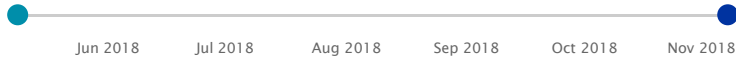
**Next steps**

ON-TRACK

Foundational Adult practices- self assessment on foundational approaches to discipline."

Aug 27, 2018 to Jun 19, 2020 - School Culture and Climate team

### Status history



ON-TRACK

Nov 07, 2018

**Evidence**

Staff hired to support these practices.

NOT STARTED

May 09, 2018

**Evidence**

Survey results

COMPLETED

Trauma informed Behavioral Health Team."

- Counselors Administration

### Status history



COMPLETED

Nov 06, 2018

**Evidence**

NOT STARTED

May 09, 2018

**Evidence**

Dashboard data

ON-TRACK

Professional development on Restorative approach, Student Code of Conduct, SEL, & Implementation of Second Step Curriculum."

- Counselors Administration

### Status history



ON-TRACK

Nov 07, 2018

**Evidence**

NOT STARTED

May 09, 2018

**Evidence**

Dashboard

ON-TRACK

Counseling, Social Work, & Interventionist will develop a menu of resources both instructive, and disciplinary in addition to tier 2 & 3 behavioral health supports."

- Counselors, Social Worker, Interventionist

### Status history



ON-TRACK

Nov 07, 2018

**Evidence**

NOT STARTED

May 09, 2018

**Evidence**

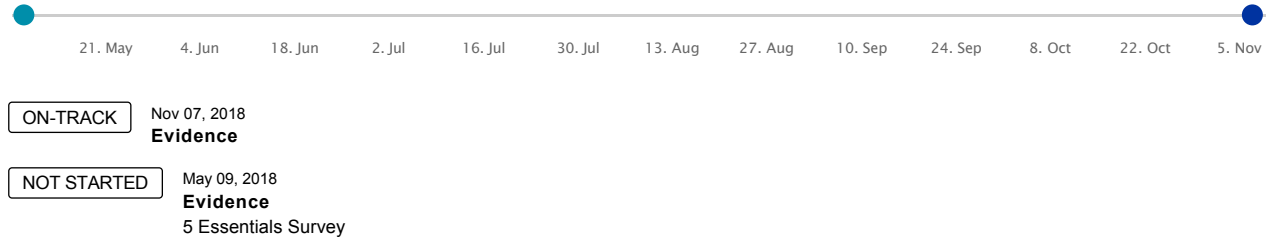
Dashboard/ 5 Essentials

ON-TRACK

Encourage family members to work with & recruit community organizations to support school climate and culture, invite businesses to community partner."

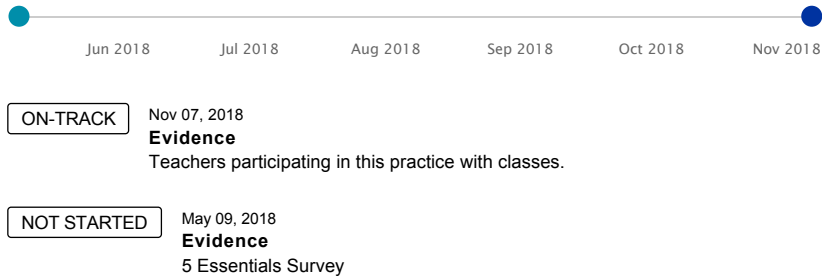
- Parent organization

## Status history



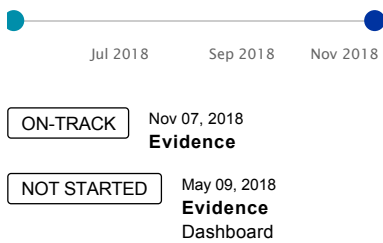
ON-TRACK Provide Restorative Practices Block to implement Peace Circles, Conferencing, and SEL practices."  
- Administration Teachers

## Status history



ON-TRACK Student Leadership roles as peer mediators."  
- Social Emotional Supports Team

## Status history



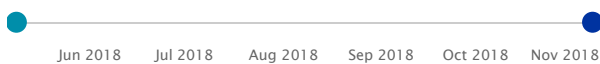
ON-TRACK Develop a tracking system on order to monitor data regarding progress and effectiveness of school restorative practices."  
- Administration Climate and Culture Team

## Status history



ON-TRACK Develop procedures for students, staff, and families to request support."  
- Administration Climate and Culture Team

## Status history

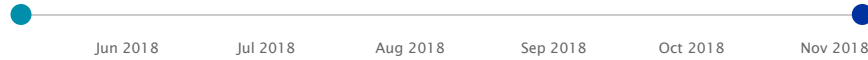


**ON-TRACK** Nov 07, 2018  
**Evidence**  
School Counseling team and Climate and Culture.

**NOT STARTED** May 09, 2018  
**Evidence**

**ON-TRACK** Provide professional development on diverse learners with emotional disabilities such as autism & ADHD"  
- Social work

## Status history



**ON-TRACK** Nov 07, 2018  
**Evidence**  
On going professional development with case manager.

**NOT STARTED** May 09, 2018  
**Evidence**

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## 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

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.

Joint development of the plan, policy, review and update process is accomplished annually with PAC and BAC input and LSC meetings. Parent questions or concerns are recorded via meeting minutes. NCLB Title I Annual Meeting will be held in September 2018, and September 2019 and September 2020. All parents are invited to the meeting. Parents will be able to give their input on the parental involvement needs at Saucedo. The Title 1 Annual meeting will be held at 9:15 a.m. Every parent receives a Saucedo calendar that contains the dates and times of all meetings and special events.

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

Joint development of the plan, policy, review and update process is accomplished annually with PAC and BAC input, PTA and LSC meetings. Parent concerns and questions are recorded in meeting minutes. NCLB Title I Annual Meeting and Title 1 PAC Organizational Meeting will be held in September 2018, and September 2019 and September 2020. All parents are invited to the meeting. therefore, parents will be able to give their input on the parental involvement needs at Saucedo. The Title 1 Annual meeting will be held at 8:00 a.m. Monthly LSC, PAC, and PTA meetings are held. Bimonthly BAC meetings are held. Flyers for each meeting are printed in English and Spanish and a robocall announcing meetings is sent out the Sunday prior to each meeting. Agendas are posted on entry doors in a timely manner. All are welcome. Refreshments are served and meetings are conducted in Spanish. Translation support is provided for parents or presenters that need it. Parents are allowed to bring their children to these meetings. Every parent receives a Saucedo calendar that contains the dates and times of all meetings and events.

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

Parents will be informed about the curriculum at Open House in September and via informational letters, the Saucedo website, and various parent meetings scheduled as needed. PAC and BAC meetings will include information about curriculum, assessment tools, and ways to support their children. Individualized teacher and parent phone calls and conferences are scheduled as needed, report card pick up conferences, report cards, Grade-book via Parent Portal, and 5 week progress reports. Parent portal sign up and login directions and pin codes will be sent home annually.

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.

Assessment letters regarding student performance on PARCC reading and math assessments, ACCESS assessment scores, and NWEA assessment letters are provided to parents in print and distributed as soon as the district permits.

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 of any child who is taught for at least 4 consecutive weeks by staff who is not highly qualified in the subject he/she is teaching will receive a written notice of the discrepancy in a timely manner. District dashboard provides us with timely information on teacher credentials.

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.

Parents will be informed about the Common Core State Standards, Next Generation Science Standards, SEL and PE Standards and mandated assessments at Open House in September and via informational letters, the Saucedo website, and various parent meetings scheduled as needed. PAC and BAC meetings will include information about curriculum, assessments, assessment tools, and ways to support their children. Individualized teacher and parent phone calls and conferences are scheduled as needed, report card pick up conferences, report cards, Grade-book via Parent Portal, and 5 week progress reports. Parent portal sign up and login directions and PIN codes will be sent home annually.

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 website contains links to parent support guides in English and Spanish. Our parent handbook provides login support for all technology tools that our students have access to. Staff is willing to assist parents with parent portal setup on a daily basis. Some grade levels host parent training meetings to explain grade level expectations, the ladder of text complexity, guided reading levels, and strategies to support student growth. For example, most parents do not know that repeated readings is a great fluency strategy and encourage students to keep reaching for a new book. Once they understand the value of repeated readings, they are willing to use the strategy to build fluency. Parents are provided with flyers for free tutoring services in the neighborhood. Parent training components are present at all family curriculum nights.

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.

Many teachers use Class Dojo to communicate, up to the minute, with parents. Teachers are encouraged to call home whenever it is appropriate. Teachers are asked to reach out to teachers for positive calls to establish a respectful and welcome line of communication. It is critical for teachers to show that they genuinely care about the student or parents will be understandably defensive. Parent volunteers are welcome in the classroom. Staff education will occur through our PPLC committee and monthly meetings.

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.

Each summer, considerable time is spent in creating the calendar for the coming year. Calendars are printed in English and Spanish for each parent. Calendaring the year out in advance allows us to coordinate program activities so that they don't conflict with each other. We have many multi-age programs so that students can participate in whatever programs will benefit them. Our partnerships with Latinos Progresando and CASEL and others provide parents with ways and education about how to support and participate in their children's education. Staff voluntarily comes in early or stays late to attend parent meetings, in an effort to work around parent schedules.

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.

All documents are printed in both English and Spanish, including agendas, minutes, and notices of meetings.

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.)

Maria Saucedo Scholastic Academy in collaboration with students, parents, and community members will value accountability and challenge all to grow while adapting within an ever-changing global and technological society. The focus will be on providing a rigorous curriculum consisting of reading, writing, mathematics, social studies, and science throughout all content areas to prepare students for college and career readiness. All stakeholders will serve as empowered advocates providing a positive, respectful culture for all students.

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.

Formal Report Card Open House Conferences will be held in October and April as scheduled by CPS. Additional parent-teacher conferences will be scheduled throughout the year at the request of either the teacher or the parent. The school will hold two parent-teacher conferences on the dates provided by the district. Open house will be held in September.

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 school will provide parents with 5, 15, 25, and 35 week progress reports. Report Cards will be issued 4 times a year at an interval of every 10 weeks. Parents will receive a Standards Based Progress Report every 10 weeks. Parents will receive DIBELS/TRC, ACCESS, PARCC, MAP and MPG assessment results in a timely manner. Distribution dates are determined by the district. Parent portal is available at all times and teachers are asked to update their electronic grade books weekly. Teachers are asked to contact parents, as soon as possible, whenever they see a marked decline in student behavior or achievement.

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

Parents have access to staff by making appointments before or after school, via e-mail, parent- teacher conference or open house. Staff are available daily for parent consultations and are also be available after school by special appointment. Staff will be available during the day (prep periods) by special appointment.

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 may volunteer to assist in classrooms by working with small groups or individual children--tutoring, reading, or assisting at centers. Parents may assist teachers by marking papers, helping with bulletin boards, working on class projects or other school projects as directed by the school staff. Parents may assist by going on field trips with class. Parents can observe in their child's classroom at any time, unless a formal assessment is being administered.

The Volunteer Coordinator or available office staff can assist interested parents in completing the volunteer registration process. Volunteer Registration directions are available in the main office and on the Saucedo website. Parents are encouraged to attend LSC, BAC, PAC meetings, as scheduled in the Saucedo Calendar. Parents are encouraged to run for board positions on any of these committees as outlined in each organization's bylaws.

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

Parents are encouraged to sign up for and use the parent portal on IMPACT to keep informed about their child's study habits..Parents will attend open house, preview the curriculum and attend one on one conferences with the teacher. Parents can provide a quiet, safe place for students to complete homework. Parents can check to be sure homework is completed and turned in. Parents can support students by showing them consistent routines for organizing school materials, backpacks, folders, notebooks, and homework. Parents are asked to send students on time each day and to provide an absent note if the child misses school or is tardy.

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

They will participate in the decisions relating to the education of their children during beginning of the year organizational meetings, parent surveys, open house, family nights and parent-teacher conferences. Also the parents will contribute needed information through My School My Voice surveys.

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

Students will follow the Code of Conduct and the Saucedo pledge. Students will recite the Saucedo pledge daily. Students will document progress towards their individual academic goals on personal goal sheets. Students will attend school daily and arrive on time.

**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.

The goals are to increase parent involvement in their children's education to increase academic achievement by helping parents understand how to support their students' education. Our metrics will be increased attendance and more students on track.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ 2000 .00

53205      **Refreshments**  
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	1000	.00
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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)

\$	2218	.00
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54505      **Admission and Registration Fees, Subscriptions and memberships**  
For Parents use only.

\$	Amount	.00
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<p>54205</p>**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
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<p>54565</p>**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.

\$	1300	.00
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<p>53510</p>**Postage**  
Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306      **Software**  
Must be educational and for parent use only.

\$	Amount	.00
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55005      **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.

\$	Amount	.00
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