



Southside Occupational Academy High School (/school-plans/626) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/23/2016	CIWP Team	General Orientation
03/29/2016	CIWP Team	SEF discussion and selection of priorities

03/31/2016	CIWP Team	SEF discussion
04/13/2016	CIWP Team	Strategy and Action Step discussion
04/07/2016	CIWP Team	Strategy and Action Step discussion
04/12/2016	CIWP Team	Strategy, Action Step, Parent Compact discussion
04/14/2016	LSC	Reviewed and approved CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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The focus of the school mission is to prepare all students to be as independent as possible within their communities upon graduation. Clear and measurable curricular goals are in place for all classes. A school-wide curriculum aligned to vocational, academic, independent living and social learning areas is being implemented. The staff has aligned assessments to the curriculum in order to measure student progress. Data gathered from formative and summative assessments shape instruction and inform changes to the instructional program. We continue to identify levers for instructional change. The principal has guided the development of a school-wide transition curriculum that is implemented to ensure that all students succeed to their highest ability level. Professional Teams (PPLC, ILT, Department, Counseling, Co-Teaching, Culture & Climate Committee, Instructional Support, and Teacher/Staff) work together to evaluate students and teacher needs, and build opportunities for growth in content knowledge and leadership. The principal collaborates with the Professional Teams to monitor instructional quality and improve student achievement. The principal promotes the school vision within a student-centered environment by aligning professional and capital resources to create a culture of positive learning. The principal has established policies and procedures which are aligned in a cycle of continuous improvement. The school vision is clear and fosters a well-resourced and collaborative instructional environment, which increases career readiness and educational opportunities for all students at all functioning levels. The principal has expanded the Counseling Department in order to empower families and community members to increase their knowledge and involvement in their children's current and future lives. We need to continue to strengthen and develop professional learning systems to include all staff. Teacher leadership opportunities are made available through participation in committees, grant writing, teams and departments. Staff members are encouraged to voice opinions and concerns at department meetings, faculty meetings, or through the administrations' open door policy. Groups of faculty and staff have been engaged in providing whole-school professional development on multiple occasions. There needs to be a clearer vision/focus of expectations by department from administration.

Guide for Leadership & Collective Responsibility

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

- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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The faculty and staff members on the ILT represent a combination of knowledge and expertise needed to make instructional decisions for the school. The ILT consistently looks at school data in order to make strategic decisions and also reviews district and network priorities. Each department has an ILT member representative to provide details on the meetings; meeting minutes are also posted on Google drive for full staff access. There is two-way communication between ILT and individual departments. The ILT engages in regular reflection upon its own team processes and effectiveness through peer observations and discussions. The ILT regularly review qualitative and quantitative data such as student assessment, communication, effectiveness, and instructional strategies. The ILT leads the school's approach to professional development for the entire staff, teacher teams and coaching. There is inconsistent flow of information from ILT resulting in a lack of change or improvement. The current structure of the ILT is top down. We need to strengthen the ILT members and reinforce roles and expectations in order to employ a bottom up approach.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓	ILT Effectiveness Rubric Score
	✓	ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓	Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓	Teacher team agendas/minutes reflective of ILT focus
Measures	✓	Five Essentials: Instructional Leadership
Five Essentials		Effective Leaders
		Collaborative Teachers
CPS Framework for Teaching		4a. Reflecting on Teaching & Learning
		4d. Growing and Developing Professionally
		4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders		A1. Assesses the Current State of School Performance and Develops a CIWP
		A2. Implements Data Driven Decision Making and Data Driven Instruction
		B5. Supports Teacher Teams

Professional Learning:

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

Score

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Administration analyzes professional development needs and plans accordingly. We continually monitor effectiveness of all professional development (including coaching and teacher/paraeducator collaboration). Utilizing peer observations ensures that professional development is ongoing, job-embedded and relevant to teachers. Teachers collaborate three times a week during departmental meetings, and during staff institute days to discuss student IEPs and formative assessment data. Utilizing anecdotal information within Student Logger, teacher teams address individual student behavioral and/or learning needs. Teacher teams (ILT, PLLC, Department, and Faculty/Staff) share ownership of the development and implementation of the instructional program. The ILT membership includes Department Chairs and members of the PLLC in order to unify the analysis and modification of the instructional program. Department teams engage in DDI and analysis sessions. A mentor is assigned to each new teacher. The new teacher meets with their mentor on a regular basis where quality feedback is provided. A planning log is implemented to set goals and document the new teacher's progress. In addition to mentors, new teachers have the full support of all staff members. Teachers are provided quality feedback through the REACH evaluation tool that supports their individual growth. Department meetings provide an opportunity for peer collaboration. Each department is implementing DDI meetings that are aligned with REACH to allow for meaningful peer coaching. We need to continue to develop professional development which includes differentiated learning opportunities for all teachers and paraeducators.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Southside Occupational Academy (SOA) allocates discretionary spending to align with identified needs and strategic priorities. SOA constantly evaluates and identifies the needs of students and staff. SOA maintains focus on the use of resources for the student growth necessary for every student to graduate work and independent living ready. SOA actively seeks to identify community and corporate partnerships as well as outside funding to further develop and provide employment and social/cultural opportunities for our students. Current partnerships with SOA include the University of Chicago Medical Center, Chicago Bears, St. Vincent DePaul, My Joyful Heart, Mt. Sinai Hospital, Trinity Hospital, Mercy Hospital, McCormick Place, Navy Pier, Aramark, After School Matters and Chicago Park District. We need to continue to seek out resources for outside funding and community partnerships. SOA is highly qualified and committed to the needs of the students. Hiring is conducted based on student need, staff capacity and scheduling priorities. A comprehensive interview process includes an interview panel (including teachers and paraeducators), protocol for questioning and classroom lesson demonstrations to assess candidate expertise and ability. Departments were formed based on the Transition Profile, which has increased team building, via peer mentoring, collaboration, supporting, and coaching each other. The administration strives to ensure that the faculty and staff of SOA is highly qualified and committed to the needs of the students. We need to further develop cross-departmental faculty and staff collaboration.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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.

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Students are given interest inventories at the beginning and end of the school year. Students are programmed into courses based on their interests and skills. Students participate in community based learning at partner sites (Mt. Sinai Hospital, University of Chicago Medical Center, Mercy Hospital, Trinity Hospital, McCormick Place, Navy Pier, Aramark, St. Vincent DePaul, Afterschool Matters). The partner sites have been expanded to allow for the inclusion of students with varying ability levels. Additional Career and Technical Education (CTE) learning environments have been developed to provide onsite functional learning experiences. We need to create opportunities for students enrolled in the work program to educate peers on the roles and responsibilities of the work sites. We also need to expand student leadership opportunities within the school. We need to ensure that the curriculum is meeting the instructional needs of the teachers. The teachers need an instructional plan to allow lessons to focus on multiple competencies for some students while differentiating to focus on single competencies for other students. We also need to expand community opportunities for students who are not work ready.

Guide for Curriculum

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

- Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&scrid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

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A vast amount of instructional materials are available to all classroom teachers for instruction in academic and vocational courses. Teachers have made huge strides in developing visual supports and increasing the use of technology within the classroom since the availability of licensed software, Starboards, iPads, Boardmaker in each classroom, color printing and laminating materials in both buildings. The principal regularly inquires whether updated and/or additional resources are needed to successfully provide meaningful instruction. There is a plethora of functional supplies available for student use in every classroom.

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

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)

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There is an evidenced-based curriculum for all classes taught at Southside Occupational Academy. Each instructional goal is linked to the Common Core State Standards. All classes have a syllabus that highlights the skills taught during the school year. We ensure all instruction and materials are age-appropriate and differentiated to students' ability levels. Presently some courses are multi-leveled. We need to determine which other courses require multiple levels. Many forms of data are collected and analyzed at the school level to build student achievement. Progress monitoring data indicating the level of support each student requires to complete competencies from each class is recorded electronically within the All In Learning (AIL) system. Individual profile reports are generated through AIL to indicate the average level of support needed within specific competencies aggregated by class and area of transition skills. Student Logger data is used school-wide to inform staff members of important behavioral and medical events related to students in our school. We are in the process of working with teachers to generate, comprehend, and analyze profile reports in order to implement data driven instruction. We need to ensure that all teachers and paraeducators have plans to implement differentiated instruction for every student in every class. Students at the higher and lower end of the spectrum need rigorous tasks to ensure that they are successful.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).

- **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

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Ongoing exploration to educational, vocational, and recreational opportunities are presented to students on an individual basis. Upon entering SOA, the counseling department analyzes each student's records (IEPs, transcripts, etc.) and administers applicable vocational and life skills assessments. SOA provides support for transition planning, preparation, participation and performance in their post-secondary aspirations and goals through a rigorous functional curriculum. SOA monitors student performance patterns weekly through All In Learning. SOA strives to involve and support parents with transition planning by meeting on a regular basis and providing necessary information, support and resources. We have completed RAMP certification to further develop a more comprehensive and supportive transition planning process for our school. We need to improve on using performance data and profile reports to strengthen data driven instruction and post-secondary planning for graduating students. SOA provides a wide range of extracurricular activities and enrichment opportunities for students including Community-Based Instruction, Kiwanis Aktion Club, Special Olympics (soccer, basketball, track and field, softball, snowshoeing), and After School Matters (theater, Gallery 37), male and female mentoring groups. These opportunities enable students to nurture their individual talents and interests, build leadership skills, increase engagement with the school and develop social skills and interpersonal relationships. SOA promotes preparation, participation and performance in occupational/vocational and independent living skills. Career readiness assessment, work program referral form, job site evaluations, and interest inventories are implemented and ongoing. In order to fully prepare students for post-secondary outcomes, we need to share the career assessments across the curriculum. We need to continue to explore the development of a transition binder/file for students leaving SOA. Currently, students are provided with their transcripts and Individualized Education Plan (IEP). We need to develop additional materials for the student which demonstrates their skill areas in vocational, independent functioning, social emotional, and applied academics in addition to required accommodations in order to be successful in adult life. We also need to develop a resource list of extracurricular, emergency, and other essential services for the student to use when transitioning to adult life.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS,

and college).

- Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

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Faculty and staff review all students' IEP goals throughout the school year. Faculty conducts progress monitoring on a weekly basis within the All In Learning (AIL) system to form data-based decisions on student outcomes. SOA curriculum is aligned with Common Core State Standards. Faculty and staff clearly communicate with students standard based objectives, use low and high level questioning techniques, and sequenced instruction through multi-modal learning styles. We need to be more consistent with implementing tiered instruction. We need to increased targeted supports for individual student needs. We need to develop instructional practices and strategies based on analysis of current qualitative and quantitative student data. We need to consider the development of summative assessments to be used across different courses. We need to follow through on the implementation of the supports that are in place for functional communication for all students. We need to develop the process and refine our skills of using quantitative and qualitative data to shape instruction. We need to establish a school protocol for relevant data driven instruction in order to differentiate lessons for all students.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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;

Score

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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.

There is an evidenced-based curriculum for all classes taught at Southside Occupational Academy. Each instructional goal is linked to the Common Core State Standards. All classes have a syllabus that highlights the skills taught during the school year. We ensure all instruction and materials are age-appropriate and differentiated to students' ability levels. Presently some courses are multi-leveled. Small group instruction is provided in each course utilizing teacher and paraprofessional support staff. Animal assisted therapy has been implemented to increase student socialization, communication and independence. The counselors collect consistent data from the tiered interventions listed in the SOA PBIS program to support positive student behavior. We need to modify the Transition Competencies. These competencies were previously embedded into the teacher's system for progress monitoring. However, the competencies are detached from the instructional environment and no longer effective in promoting positive student behavior. We need to develop a new system for enforcing, teaching, and monitoring the competencies in order to positively impact student behavior. We also need to strength our system of tiered supports. The counselors and clinicians currently provide tiered supports in multiple environments. We need to strengthen our referral process and make the data available to all providers.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

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School-wide and classroom-based formative assessment data is available to all staff through the All In Learning (AIL) system. The Counseling Department and CTE teachers implement common assessments. All courses are aligned to the SOA Transition Curriculum and the Common Core State Standards. Student performance is assessed through the use of a school-wide rubric which indicates the level of support each student requires on a given task. Methods of formative assessment include observation, self-assessment, checklists, career and vocational inventories, and peer assessment. Methods of summative assessment include BOY/EOY checklists, CTE Employability Assessment, the Ansell-Casey Life Skills Assessment, and REACH Performance Tasks. Accommodations and modifications for EL students and students with disabilities are provided in accordance with their IEP. We need to ensure that all classes have a summative assessment to demonstrate student growth and achievement. We need to strengthen the reliability and validity of the teacher's use of the student performance rubric in each class. We need to focus on level of support and not the number and/or letter grade. We need to embed time for conferences and positive feedback, and discussion about level of support with the students. We need to develop school protocols for interpreting the assessment data in order to positively shape the instruction.

Guide for Balanced Assessment & Grading

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

- Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
- Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
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	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

SOA teachers advocate for students by developing IEPs that include the supports they require to assist them in achieving their goals. Our school culture of B.L.U.E. (Believe, Learn, Understand, Excel) and our school motto (respect self, others, and environment) are displayed and communicated daily. All students have the opportunity to participate in all school events and activities. Cultural events are held for all students (Black history, Cinco de Mayo, etc.). Written communication is available in both English and Spanish. Additional staff who speak Spanish have been hired to increase communication between school and parents. There is a need for consistent integration by all faculty and staff to demonstrate positive behavior and communication with all students. We need to create a behavior team to return to a climate of positive behavior interventions and support and continue to move away from a punitive consequences.

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"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

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Teachers, secas, related service staff, students and parents share a high level of mutual trust and respect. The administration has an "open door policy" that sends the message that it is o.k. to discuss and share concerns, feelings, worries and frustrations. Adults in the building are responsible for "all" students at all times. Southside Occupational Academy strives to provide opportunities for students to build positive relationships and attitudes through the established PBIS universal expectations, The 3R's, recognition of cultural diversity and mutual respect for individual differences. We need to continue to build opportunities for staff to collaborate to work together to build the positive environment at SOA.

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"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

At Southside Occupational Academy we strive to inspire and empower students to take charge of their education and opportunities. Opportunities to share work, ideas and accomplishments in meaningful ways can transform students. Students have the right to learn realistic skills and benefit from instruction that engages and challenges them. It is important to create opportunities for student voice strategically. Administration and staff must facilitate as many opportunities for student participation as possible while providing the structure and modeling necessary for students to have a voice. There is a student representative on the LSC. SOA provides a wide range of extracurricular activities and enrichment opportunities for students. These opportunities enable students to nurture their individual talents and interests, build leadership skills, increase engagement with the school and develop social skills and interpersonal relationships. We need to maintain a clear focus on increasing opportunities for meaningful student participation. These opportunities present themselves in different ways at different times.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

Students are welcomed each morning by several staff members. Structured plans are implemented to address individual student needs (behavioral, communication, medical, dietary, hygiene, etc.) upon arrival and throughout the school day. We maintain a safe environment by providing training for all staff in Non-violent Crisis Prevention Intervention and having a security team consisting of security guards and Chicago Police Officers. Students are exposed to tiered interventions to promote positive behavior and address behavioral concerns. Faculty and staff implement a school-wide PBIS system. Visuals are present throughout the school environment to reinforce target behaviors. We need to consistently use Student Logger to effectively communicate and implement responses to negative and positive student behavior.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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.

1 2 **3** 4

Students are exposed to tiered interventions to promote positive behavior and address behavioral concerns. Faculty and staff implement a school-wide PBIS system. Visuals are present throughout the school environment to reinforce target behaviors. We need to consistently use Student Logger to effectively communicate and implement responses to negative student behavior. We need to develop a protocol defining responsibilities related to tiered behavioral interventions. We need to continue to shift from a punitive model to a model that focuses on shaping and changing behaviors. We need to expand our strategies and methods to positively shape behavior. We need to develop a behavior/health support team.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

The LSC and PAC meet regularly and continue to host workshops to support students and families. The PAC/LSC has an office within the school where all parents are encouraged to come and meet as needed. Parents are also invited to participate in activities such as: student performances and athletic events. Partnerships have been formed with community organizations for various donations and other supports. An ongoing relationship between SOA and community level politicians has resulted in collaborative efforts to improve the community and school environment (paved road and sidewalks). SOA students and staff have developed a positive rapport with community members by providing outreach services. We need to continue to strengthen our relationships with parents and the community by increasing the number of individuals/businesses involved.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Relational Trust	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Safety & Order	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Expectations for Quality & Character of School Life: Culture for Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

4 Expectations for Quality & Character of School Life: Parent Partnership

1	2	3	4	5	⊘
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4 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1	2	3	4	5	⊘
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Goals

Required metrics (Highschool)

13 of 13 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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My Voice, My School 5 Essentials Survey

This survey is not used with our students.	(Blank)	(Blank)	(Blank)	(Blank)
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National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00
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African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00
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Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00
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English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00
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Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00
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National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00
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Freshmen On-Track Rate

There are no Freshman currently enrolled at Southside Occupational Academy.	(Blank)	(Blank)	0.00	0.00
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4-Year Cohort Graduation Rate

This measure is not valid for our students. Our students are eligible, per Federal law, to stay in school until the day before their 22nd birthday. Due to the restraints of the CPS system, our students have to be "retained" by our counselor each year after their official senior year of high school. Therefore, the data obtained for this metric is not valid for our school.	(Blank)	(Blank)	0.00	0.00
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1-Year Dropout Rate

This measure is not valid for our students. Our students are eligible, per Federal law, to stay in school until the day before their 22nd birthday. Due to the restraints of the CPS system, our students have to be "retained" by our counselor each year after their official senior year of high school. Therefore, the data obtained for this metric is not valid for our school.	10.40	6.70	0.00	0.00
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College Enrollment Rate

Currently, our students transition to home, a supportive living center, or independent living. Our students transition to park district programs, volunteer opportunities, and/or employment. Currently, no students enroll in college upon graduation.

(Blank)	(Blank)	0.00	0.00
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College Persistence Rate

Currently, our students transition to home, a supportive living center, or independent living. Our students transition to park district programs, volunteer opportunities, and/or employment. Currently, no students enroll in college upon graduation.

(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

Our students have disabilities which impact their ability to attend school. Our attendance goals have been set at 95%. However, past trends have indicated that this level of attendance is unattainable for our students.

90.40	91.10	91.50	92.00
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Custom metrics

6 of 6 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
DRS packets submitted for certification				
A portion of our students qualify for certification by the Department of Rehabilitative Services. We screen the students and then work with the parents to complete application packets to DRS.	35.00	24.00	40.00	45.00
Students registered for Marriott Bridges to Work Program				
This is a program for students to receive on-the-job coaching. This service persists after graduation.	0.00	9.00	12.00	15.00
Students participating in One Summer Chicago program				
Our students participate in OSC programs in multiple vocational sites	30.00	44.00	47.00	50.00
Students registered through PUNS				
This is a state-level database that provides funding for individuals with disabilities.	119.00	148.00	170.00	180.00
Students who are travel trained				
This service is provided as needed by ODLSS	11.00	4.00	10.00	15.00
Students who have a Benefit Access card				
This service allows students to ride any public transportation service for free	17.00	35.00	40.00	45.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

All teachers and paraeducators comprehend the SOA Student Performance Rubric

reliability and validity in the formative data

meaningful assessments, an effective school-wide system of data driven instruction, and

increased student achievement.

Tags:
Assessment, Data, Differentiated instruction

Area(s) of focus:
1

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Select professional development aligned to the SOA Student Performance Rubric and the prompting hierarchy for all teachers and paraeducators.	ILT	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Provide professional development aligned to the SOA Student Performance Rubric and the prompting hierarchy for all teachers and paraeducators.	ILT, Faculty	Jul 1, 2016 to Jan 31, 2017	(Blank)	Not started
Provide consultative support aligned to the SOA Student Performance Rubric and the prompting hierarchy for all teachers and paraeducators.	School ISL, ILT	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started
Record videos of instructional tasks for teachers and paraeducators to use as examples of specific levels of prompting provided to students when completing classroom activities.	School ISL	Jan 31, 2017 to Nov 30, 2017	(Blank)	Not started
Utilize the videos with teachers and paraeducators to increase inter-rater reliability.	ILT, Faculty	Nov 30, 2017 to Jun 30, 2018	(Blank)	Not started
Record formative assessment data on a regular basis for each student in each class on competencies listed in course syllabus.	Faculty, Staff	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started
Develop protocol for student focused classroom grading conferences.	ILT	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Implement grading conferences protocol to provide each student with positive instructional feedback.	Faculty	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started

Develop a protocol for teachers to use when participating in Department-level student data meetings.	ILT	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Participate in meetings to discuss student performance data and form re-teaching plans utilizing the data meeting protocol.	Faculty	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started
Develop instructional practices and classroom strategies based on analysis of student data.	Faculty	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
Develop summative assessments for each course.	School ISL, Faculty, Administration	Jul 1, 2016 to Jan 30, 2017	(Blank)	Not started
Administer summative assessments to all students in each course.	Faculty	Jan 31, 2017 to Jun 30, 2018	(Blank)	Not started
Participate in data meetings with administration to discuss assessment data.	Faculty, Administration	Apr 30, 2017 to Jun 30, 2018	(Blank)	Not started

Strategy 2

If we do...

Develop school-wide universal student competencies focused on positive behavior, attendance, and social/emotional skills and embed supports for each student within our multi-tiered systems of support

...then we see...

an increase in target student behaviors and skills

...which leads to...

improved performance related to curricular competencies, increased attendance, and increased knowledge and display of appropriate social/emotional skills.

Tags:

MTSS, Attendance, Behavior and Safety, Social emotional

Area(s) of focus:

2

Action step

Responsible

Timeframe

Evidence for status

Status

Examine all current course competencies and categorize exiting competencies into the areas of Performance, Universal, and Transition.

School ISL, ILT, Faculty

Jul 1, 2016 to Nov 30, 2016

(Blank)

Not started

Develop new competencies for each course as needed in the areas of Performance, Universal, and Transition.

School ISL, Faculty

Jul 1, 2016 to Nov 30, 2016

(Blank)

Not started

Revise each course syllabus with all competencies categorized into the areas of Performance, Universal, and Transition.	School ISL	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Provide professional development for all teachers and paraeducators on Performance, Universal, and Transition Competencies.	ILT, Faculty	Nov 30, 2016 to Jan 31, 2017	(Blank)	Not started
Implement revised course syllabus focusing on Performance, Universal, and Transition competencies in each lesson plan.	Faculty	Jan 31, 2017 to Jun 30, 2018	(Blank)	Not started
Record formative assessment data on a regular basis for each student in each class on Performance, Universal, and Transition competencies.	Faculty, Staff	Jan 31, 2017 to Jun 30, 2018	(Blank)	Not started
Develop a protocol for teachers to use when participating in Department-level student data meetings.	ILT	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Participate in meetings to discuss student performance data and form re-teaching plans utilizing the data meeting protocol.	Faculty	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started
Develop instructional practices and classroom strategies based on analysis of student data.	Faculty, Staff	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started
Create professional development for all teachers and paraeducators focused on the roles and responsibilities of a Behavioral Health Team (BHT).	Counselors, Administration, Staff	Jul 1, 2016 to Jan 31, 2017	(Blank)	Not started
Provide professional development for all teachers and paraeducators focused on the roles and responsibilities of a Behavioral Health Team (BHT).	Counselors, Administration, Staff	Jan 31, 2017 to Apr 30, 2017	(Blank)	Not started
Form a school-level BHT.	Counselors, Administration	Apr 30, 2017 to Jun 30, 2017	(Blank)	Not started

Establish BHT roles and responsibilities, a meeting schedule, and a student referral process.	BHT	Apr 30, 2017 to Jun 30, 2017	(Blank)	Not started
Collaborate to discuss targeted students and develop individualized strategies.	BHT	Jun 30, 2017 to Jun 30, 2018	(Blank)	Not started
Implement individualized strategies for targeted students.	BHT, Faculty, Staff	Jun 30, 2017 to Jun 30, 2018	(Blank)	Not started
Review progress of individualized interventions provided to targeted students to determine overall efficacy.	BHT, Faculty, Staff	Jun 30, 2017 to Jun 30, 2018	(Blank)	Not started
Form a school-level Attendance Committee.	Counselors, Administration	Jul 1, 2016 to Sep 30, 2016	(Blank)	Not started
Establish roles and responsibilities and a meeting schedule.	Attendance Committee, Administration	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Create multiple strategies, supports and incentives to increase student attendance.	Attendance Committee, Administration	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Implement multiple strategies, supports and incentives to increase student attendance.	Attendance Committee	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started
Collaborate to review school attendance data.	Attendance Committee	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started
Students with health issues will be made eligible to receive home-bound/hospital-based education services.	Counselors	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
Conduct home visits to students who are chronically absent.	Counselors, Security Guards	Sep 30, 2016 to Jun 30, 2018	(Blank)	Not started

Parents and Guardians will be contacted each day that their child is absent from school.	Faculty, Staff	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started
Information provided by the Parent/Guardian will be recorded in Student Logger.	Faculty	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started
Provide professional development for all teachers and paraeducators on Multi-Tiered System of Supports (MTSS) linked to: 1. Performance, Universal and Transition Competencies; 2. Student attendance data; 3. Student behavior data.	ILT	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Develop school plan and identify providers of Multi-Tiered System of Supports (MTSS) linked to: 1. Performance, Universal and Transition Competencies; 2. Student attendance data; 3. Student behavior data.	ILT	Nov 30, 2016 to Apr 30, 2017	(Blank)	Not started
Implement plan for Multi-Tiered System of Supports (MTSS) linked to: 1. Performance, Universal and Transition Competencies; 2. Student attendance data; 3. Student behavior data.	ILT, Faculty, Staff, Counselors	Apr 30, 2017 to Jun 30, 2018	(Blank)	Not started
Measure progress of implemented Multi-Tiered System of Supports (MTSS) linked to: 1. Performance, Universal and Transition Competencies; 2. Student attendance data; 3. Student behavior data.	ILT, Counselors, Faculty, Staff	Apr 30, 2017 to Jun 30, 2018	(Blank)	Not started

Strategy 3

If we do...

Effectively communicate and implement responses to negative student behaviors

...then we see...

an increase in restorative practices

...which leads to...

positive changes in student behavior.

Tags:

Behavior and Safety, Social emotional, Restorative justice

Area(s) of focus:

3

Action step

Form a school-level Behavior Health Team (BHT).

Responsible

Counselors, Administration

Timeframe

Apr 30, 2017 to Jun 30, 2017

Evidence for status

(Blank)

Status

Not started

Attend MTSS office training on Restorative Justice Practices.	Faculty, BHT, Counselors	Sep 5, 2016 to Jun 22, 2018	(Blank)	Not started
Develop classroom and school-wide expectations based on the Restorative Justice Model.	BHT, Counselors	Jun 30, 2017 to Nov 30, 2017	(Blank)	Not started
Provide professional development to teachers and staff on Restorative Justice Practices.	BHT, Counselors	Jul 1, 2017 to Nov 30, 2017	(Blank)	Not started
Develop protocols for teachers to use for classroom check in/check out circles and restorative conversations.	BHT, Counselors	Jul 1, 2017 to Nov 30, 2017	(Blank)	Not started
Implement classroom check in/check out circles and restorative conversations.	BHT, Counselors, Faculty, Staff	Nov 30, 2017 to Jun 30, 2018	(Blank)	Not started
Develop Restorative Justice discipline processes.	BHT, Counselors	Jul 1, 2017 to Nov 30, 2017	(Blank)	Not started
Implement Restorative Justice discipline processes.	BHT, Counselors, Faculty, Staff	Nov 30, 2017 to Jun 30, 2018	(Blank)	Not started
Provide consultative support for classroom check in/check out circles and restorative conversations.	BHT, Counselors	Nov 30, 2017 to Jun 30, 2018	(Blank)	Not started
Administer teacher/staff surveys and attend department meetings to assess teacher/staff engagement in Restorative Justice practices.	BHT, Counselors	Jan 30, 2018 to Jun 30, 2018	(Blank)	Not started
Meet bi-monthly to monitor Dashboard/Student Logger data/referrals to assess the implementation of Restorative Justice discipline.	BHT, Counselors	Nov 30, 2017 to Jun 30, 2018	(Blank)	Not started

Strategy 4

If we do...

...then we see...

...which leads to...





Develop a team of stakeholders represented by administrators, teachers and paraeducators

a direct improvement of classroom instruction

an increase in student achievement.

Tags:
ILT, Instruction

Area(s) of focus:
5

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
The purpose and roles and responsibilities of the ILT will be defined to include: engage in ongoing continuous improvement cycles as basis for improvement, share leadership for improving teaching and learning with representative school members, use protocols and ask probing questions, use timely and relevant data/evidence sources, collaborate effectively, value transparency and inform and engage stakeholders, and build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and work.	Administration	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
The purpose and roles and responsibilities of the SOA ILT will be shared with all staff members.	Administration	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
At least one ILT member from each department and at least one paraeducator from the Paraeducator Leadership Council will be selected for the ILT	Administration	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Review school's theory of action and revise as needed throughout the school year.	ILT	Nov 30, 2016 to Jan 30, 2017	(Blank)	Not started
Two faculty co-chairs and a recording secretary will be selected.	ILT	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Establish a meeting format and agenda.	ILT	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Record minutes during meeting. Approve minutes at the end of each meeting.	ILT	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
Report ILT minutes to fellow department members.	ILT	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started

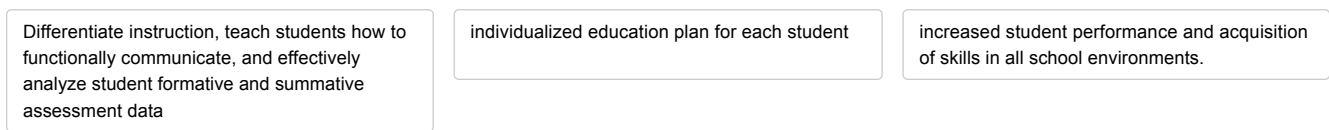
Report department minutes to fellow ILT members.	ILT	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
ILT minutes will be posted for all school staff in the SOA Google Drive folder.	ILT	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
Department minutes will be posted for all school staff in the SOA Google Drive folder.	Faculty	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
Meet every two weeks for ILT.	ILT	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started

Strategy 5

If we do...

...then we see...

...which leads to...



Tags:

Differentiated instruction, Communication, Assessments, Data driven instruction

Area(s) of focus:

4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Select professional development aligned to functional communication, data-driven instruction, and differentiated instruction for all teachers and paraeducators.	Speech-Language Pathologist, Counselors, ILT	Jul 1, 2016 to Oct 30, 2017	(Blank)	Not started
Provide professional development aligned to functional communication, data-driven instruction, and differentiated instruction for all teachers and paraeducators.	Speech-Language Pathologist, Counselors, ILT	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
Provide consultative support aligned to functional communication, data-driven instruction, and differentiated instruction for all teachers and paraeducators.	Speech-Language Pathologist, ILT	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started

Develop a school-wide approach (ie. Full group instruction, fading of prompts, video modeling) to teaching students functional communication skills.	ILT, Speech-Language Pathologist	Jul 1, 2016 to Jan 30, 2017	(Blank)	Not started
Implement a school-wide approach to teaching students functional communication skills.	Speech-Language Pathologist, Faculty, Staff	Jan 30, 2017 to Jun 30, 2018	(Blank)	Not started
Develop a protocol for teachers to use when participating in Department-level student data meetings.	ILT	Jul 1, 2016 to Nov 30, 2016	(Blank)	Not started
Participate in weekly meetings to discuss student performance data and form re-teaching plans utilizing the data meeting protocol.	Faculty	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started
Develop instructional practices and classroom strategies based on analysis of student data.	Faculty, Staff	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
Develop Summative Assessments for all courses to be administered.	School ISL	Jul 1, 2016 to Jan 30, 2017	(Blank)	Not started
Participate in data meetings with administration to discuss student performance data.	Faculty	Apr 30, 2017 to Jun 30, 2018	(Blank)	Not started
Log successful differentiated instruction lesson/activities within given class periods using the Student Logger program under the category "Intervention."	Faculty	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started
Review Student Logger "Intervention" data as needed to guide peer observations.	Faculty	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started
Utilize Student Logger information and information gained from peer observations to guide classroom instruction.	Faculty, Staff	Nov 30, 2016 to Jun 30, 2018	(Blank)	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Select professional development aligned to the SOA Student Performance Rubric and the prompting hierarchy for all teachers and paraeducators.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	ILT	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ Provide professional development aligned to the SOA Student Performance Rubric and the prompting hierarchy for all teachers and paraeducators.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	ILT, Faculty	Jul 1, 2016	Jan 31, 2017	Not started
<p>✚ Provide consultative support aligned to the SOA Student Performance Rubric and the prompting hierarchy for all teachers and paraeducators.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	School ISL, ILT	Nov 30, 2016	Jun 30, 2018	Not started
<p>✚ Record videos of instructional tasks for teachers and paraeducators to use as examples of specific levels of prompting provided to students when completing classroom activities.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	School ISL	Jan 31, 2017	Nov 30, 2017	Not started
<p>✚ Utilize the videos with teachers and paraeducators to increase inter-rater reliability.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	ILT, Faculty	Nov 30, 2017	Jun 30, 2018	Not started
<p>✚ Record formative assessment data on a regular basis for each student in each class on competencies listed in course syllabus.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	Faculty, Staff	Sep 1, 2016	Jun 30, 2018	Not started
<p>✚ Develop protocol for student focused classroom grading conferences.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	ILT	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ Implement grading conferences protocol to provide each student with positive instructional feedback.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	Faculty	Nov 30, 2016	Jun 30, 2018	Not started
<p>✚ Develop a protocol for teachers to use when participating in Department-level student data meetings.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	ILT	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ Participate in meetings to discuss student performance data and form re-teaching plans utilizing the data meeting protocol.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	Faculty	Nov 30, 2016	Jun 30, 2018	Not started
<p>✚ Develop instructional practices and classroom strategies based on analysis of student data.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	Faculty	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ Develop summative assessments for each course.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	School ISL, Faculty, Administration	Jul 1, 2016	Jan 30, 2017	Not started
<p>✚ Administer summative assessments to all students in each course.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	Faculty	Jan 31, 2017	Jun 30, 2018	Not started
<p>✚ Participate in data meetings with administration to discuss assessment data.</p> <p>Tags: Assessment, Data, Differentiated instruction</p>	Faculty, Administration	Apr 30, 2017	Jun 30, 2018	Not started
<p>✚ Examine all current course competencies and categorize exiting competencies into the areas of Performance, Universal, and Transition.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	School ISL, ILT, Faculty	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ Develop new competencies for each course as needed in the areas of Performance, Universal, and Transition.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	School ISL, Faculty	Jul 1, 2016	Nov 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Revise each course syllabus with all competencies categorized into the areas of Performance, Universal, and Transition.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	School ISL	Jul 1, 2016	Nov 30, 2016	Not started
<p>✦ Provide professional development for all teachers and paraeducators on Performance, Universal, and Transition Competencies.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	ILT, Faculty	Nov 30, 2016	Jan 31, 2017	Not started
<p>✦ Implement revised course syllabus focusing on Performance, Universal, and Transition competencies in each lesson plan.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Faculty	Jan 31, 2017	Jun 30, 2018	Not started
<p>✦ Record formative assessment data on a regular basis for each student in each class on Performance, Universal, and Transition competencies.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Faculty, Staff	Jan 31, 2017	Jun 30, 2018	Not started
<p>✦ Develop a protocol for teachers to use when participating in Department-level student data meetings.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	ILT	Jul 1, 2016	Nov 30, 2016	Not started
<p>✦ Participate in meetings to discuss student performance data and form re-teaching plans utilizing the data meeting protocol.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Faculty	Nov 30, 2016	Jun 30, 2018	Not started
<p>✦ Develop instructional practices and classroom strategies based on analysis of student data.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Faculty, Staff	Nov 30, 2016	Jun 30, 2018	Not started
<p>✦ Create professional development for all teachers and paraeducators focused on the roles and responsibilities of a Behavioral Health Team (BHT).</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Counselors, Administration, Staff	Jul 1, 2016	Jan 31, 2017	Not started
<p>✦ Provide professional development for all teachers and paraeducators focused on the roles and responsibilities of a Behavioral Health Team (BHT).</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Counselors, Administration, Staff	Jan 31, 2017	Apr 30, 2017	Not started
<p>✦ Form a school-level BHT.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Counselors, Administration	Apr 30, 2017	Jun 30, 2017	Not started
<p>✦ Establish BHT roles and responsibilities, a meeting schedule, and a student referral process.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	BHT	Apr 30, 2017	Jun 30, 2017	Not started
<p>✦ Collaborate to discuss targeted students and develop individualized strategies.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	BHT	Jun 30, 2017	Jun 30, 2018	Not started
<p>✦ Implement individualized strategies for targeted students.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	BHT, Faculty, Staff	Jun 30, 2017	Jun 30, 2018	Not started
<p>✦ Review progress of individualized interventions provided to targeted students to determine overall efficacy.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	BHT, Faculty, Staff	Jun 30, 2017	Jun 30, 2018	Not started
<p>✦ Form a school-level Attendance Committee.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Counselors, Administration	Jul 1, 2016	Sep 30, 2016	Not started
<p>✦ Establish roles and responsibilities and a meeting schedule.</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Attendance Committee, Administration	Jul 1, 2016	Nov 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Create multiple strategies, supports and incentives to increase student attendance. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Attendance Committee, Administration	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ Implement multiple strategies, supports and incentives to increase student attendance. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Attendance Committee	Nov 30, 2016	Jun 30, 2018	Not started
<p>✚ Collaborate to review school attendance data. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Attendance Committee	Nov 30, 2016	Jun 30, 2018	Not started
<p>✚ Students with health issues will be made eligible to receive home-bound/hospital-based education services. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Counselors	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ Conduct home visits to students who are chronically absent. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Counselors, Security Guards	Sep 30, 2016	Jun 30, 2018	Not started
<p>✚ Parents and Guardians will be contacted each day that their child is absent from school. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Faculty, Staff	Sep 1, 2016	Jun 30, 2018	Not started
<p>✚ Information provided by the Parent/Guardian will be recorded in Student Logger. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	Faculty	Sep 1, 2016	Jun 30, 2018	Not started
<p>✚ Provide professional development for all teachers and paraeducators on Multi-Tiered System of Supports (MTSS) linked to: 1. Performance, Universal and Transition Competencies; 2. Student attendance data; 3. Student behavior data. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	ILT	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ Develop school plan and identify providers of Multi-Tiered System of Supports (MTSS) linked to: 1. Performance, Universal and Transition Competencies; 2. Student attendance data; 3. Student behavior data. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	ILT	Nov 30, 2016	Apr 30, 2017	Not started
<p>✚ Implement plan for Multi-Tiered System of Supports (MTSS) linked to: 1. Performance, Universal and Transition Competencies; 2. Student attendance data; 3. Student behavior data. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	ILT, Faculty, Staff, Counselors	Apr 30, 2017	Jun 30, 2018	Not started
<p>✚ Measure progress of implemented Multi-Tiered System of Supports (MTSS) linked to: 1. Performance, Universal and Transition Competencies; 2. Student attendance data; 3. Student behavior data. Tags: MTSS, Attendance, Behavior and Safety, Social emotional</p>	ILT, Counselors, Faculty, Staff	Apr 30, 2017	Jun 30, 2018	Not started
<p>✚ Form a school-level Behavior Health Team (BHT). Tags: Behavior and Safety, Social emotional, Restorative justice</p>	Counselors, Administration	Apr 30, 2017	Jun 30, 2017	Not started
<p>✚ Attend MTSS office training on Restorative Justice Practices. Tags: Behavior and Safety, Social emotional, Restorative justice</p>	Faculty, BHT, Counselors	Sep 5, 2016	Jun 22, 2018	Not started
<p>✚ Develop classroom and school-wide expectations based on the Restorative Justice Model. Tags: Behavior and Safety, Social emotional, Restorative justice</p>	BHT, Counselors	Jun 30, 2017	Nov 30, 2017	Not started
<p>✚ Provide professional development to teachers and staff on Restorative Justice Practices. Tags: Behavior and Safety, Social emotional, Restorative justice</p>	BHT, Counselors	Jul 1, 2017	Nov 30, 2017	Not started
<p>✚ Develop protocols for teachers to use for classroom check in/check out circles and restorative conversations. Tags: Behavior and Safety, Social emotional, Restorative justice</p>	BHT, Counselors	Jul 1, 2017	Nov 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Implement classroom check in/check out circles and restorative conversations. Tags: Behavior and Safety, Social emotional, Restorative justice</p>	BHT, Counselors, Faculty, Staff	Nov 30, 2017	Jun 30, 2018	Not started
<p>✚ Develop Restorative Justice discipline processes. Tags: Behavior and Safety, Social emotional, Restorative justice</p>	BHT, Counselors	Jul 1, 2017	Nov 30, 2017	Not started
<p>✚ Implement Restorative Justice discipline processes. Tags: Behavior and Safety, Social emotional, Restorative justice</p>	BHT, Counselors, Faculty, Staff	Nov 30, 2017	Jun 30, 2018	Not started
<p>✚ Provide consultative support for classroom check in/check out circles and restorative conversations. Tags: Behavior and Safety, Social emotional, Restorative justice</p>	BHT, Counselors	Nov 30, 2017	Jun 30, 2018	Not started
<p>✚ Administer teacher/staff surveys and attend department meetings to assess teacher/staff engagement in Restorative Justice practices. Tags: Behavior and Safety, Social emotional, Restorative justice</p>	BHT, Counselors	Jan 30, 2018	Jun 30, 2018	Not started
<p>✚ Meet bi-monthly to monitor Dashboard/Student Logger data/referrals to assess the implementation of Restorative Justice discipline. Tags: Behavior and Safety, Social emotional, Restorative justice</p>	BHT, Counselors	Nov 30, 2017	Jun 30, 2018	Not started
<p>✚ The purpose and roles and responsibilities of the ILT will be defined to include: engage in ongoing continuous improvement cycles as basis for improvement, share leadership for improving teaching and learning with representative school members, use protocols and ask probing questions, use timely and relevant data/evidence sources, collaborate effectively, value transparency and inform and engage stakeholders, and build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and work. Tags: ILT, Instruction</p>	Administration	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ The purpose and roles and responsibilities of the SOA ILT will be shared with all staff members. Tags: ILT, Instruction</p>	Administration	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ At least one ILT member from each department and at least one paraeducator from the Paraeducator Leadership Council will be selected for the ILT Tags: ILT, Instruction</p>	Administration	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ Review school's theory of action and revise as needed throughout the school year. Tags: ILT, Instruction</p>	ILT	Nov 30, 2016	Jan 30, 2017	Not started
<p>✚ Two faculty co-chairs and a recording secretary will be selected. Tags: ILT, Instruction</p>	ILT	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ Establish a meeting format and agenda. Tags: ILT, Instruction</p>	ILT	Jul 1, 2016	Nov 30, 2016	Not started
<p>✚ Record minutes during meeting. Approve minutes at the end of each meeting. Tags: ILT, Instruction</p>	ILT	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ Report ILT minutes to fellow department members. Tags: ILT, Instruction</p>	ILT	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ Report department minutes to fellow ILT members. Tags: ILT, Instruction</p>	ILT	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ ILT minutes will be posted for all school staff in the SOA Google Drive folder. Tags: ILT, Instruction</p>	ILT	Jul 1, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Department minutes will be posted for all school staff in the SOA Google Drive folder. Tags: ILT, Instruction</p>	Faculty	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Meet every two weeks for ILT. Tags: ILT, Instruction</p>	ILT	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Select professional development aligned to functional communication, data-driven instruction, and differentiated instruction for all teachers and paraeducators. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	Speech-Language Pathologist, Counselors, ILT	Jul 1, 2016	Oct 30, 2017	Not started
<p>✦ Provide professional development aligned to functional communication, data-driven instruction, and differentiated instruction for all teachers and paraeducators. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	Speech-Language Pathologist, Counselors, ILT	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Provide consultative support aligned to functional communication, data-driven instruction, and differentiated instruction for all teachers and paraeducators. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	Speech-Language Pathologist, ILT	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Develop a school-wide approach (ie. Full group instruction, fading of prompts, video modeling) to teaching students functional communication skills. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	ILT, Speech-Language Pathologist	Jul 1, 2016	Jan 30, 2017	Not started
<p>✦ Implement a school-wide approach to teaching students functional communication skills. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	Speech-Language Pathologist, Faculty, Staff	Jan 30, 2017	Jun 30, 2018	Not started
<p>✦ Develop a protocol for teachers to use when participating in Department-level student data meetings. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	ILT	Jul 1, 2016	Nov 30, 2016	Not started
<p>✦ Participate in weekly meetings to discuss student performance data and form re-teaching plans utilizing the data meeting protocol. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	Faculty	Nov 30, 2016	Jun 30, 2018	Not started
<p>✦ Develop instructional practices and classroom strategies based on analysis of student data. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	Faculty, Staff	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Develop Summative Assessments for all courses to be administered. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	School ISL	Jul 1, 2016	Jan 30, 2017	Not started
<p>✦ Participate in data meetings with administration to discuss student performance data. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	Faculty	Apr 30, 2017	Jun 30, 2018	Not started
<p>✦ Log successful differentiated instruction lesson/activities within given class periods using the Student Logger program under the category "Intervention." Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	Faculty	Nov 30, 2016	Jun 30, 2018	Not started
<p>✦ Review Student Logger "Intervention" data as needed to guide peer observations. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	Faculty	Nov 30, 2016	Jun 30, 2018	Not started
<p>✦ Utilize Student Logger information and information gained from peer observations to guide classroom instruction. Tags: Differentiated instruction, Communication, Assessments, Data driven instruction</p>	Faculty, Staff	Nov 30, 2016	Jun 30, 2018	Not started

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

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

In a schoolwide program all students are Title I students. Therefore, all appropriate parent involvement activities can be funded by Title I. Targeted assistance schools can only use Title I funds to support parent involvement activities for the parents of students selected (targeted) for Title I assistance. *Fundable parent involvement activities are those that "improve student academic achievement and school performance".

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

The Title I Annual meeting will be held on Thursday, October 13, 2016 at 10:00 AM. The Title I Organizational Meeting will be held on Thursday, October 20, 2016 at 10:00 AM. The goal of the meetings is to bring parents together to determine areas of focus for the 2016-17 school year. Parents will be provided with a schedule of meeting times that the Parent Advisory Council (PAC) will gather to discuss, review, and revise the parental involvement plan and policy.

Parent Advisory Council (PAC) will survey the parents to determine a convenient time to meet. After determining the time, the PAC will present parents with a schedule of future meetings. The purpose of the annual meeting will be to discuss, review and revise the parental involvement plan and policy. Topics will include NCLB, Title 1 programs in addition to how the parents will be involved in the educational process.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Parents will be provided information about Title 1 at the annual meeting. At this meeting school personnel will explain the curriculum, the academic tools used to measure student's progress and proficiency levels students are expected to meet. The presentation will be followed by a question and answer session.

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

The school will respond to parent request(s) for meetings by scheduling the meeting with necessary personnel as soon as possible. These meetings will be held during an agreed upon time for parents. The principal will be informed of these meetings.

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

Parents will receive a copy of their child's performance on the State assessment as soon as the information is made available to the school.

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.

The school will send home notices to parents of students who are not being taught by a highly qualified teacher after four consecutive weeks.

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

Parents will be provided information about Title 1 at the annual meeting. At this meeting school personnel will explain the curriculum, both state and local achievement standards/assessments, the academic tools used to measure student's progress and proficiency levels students are expected to meet. The presentation will be followed by a question and answer session.

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

The school will provide information and resources to parents as the information is made available to the school. The information can be made available through mailings, PAC meetings, LSC meetings and general parent meetings and workshops

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

Time will be allocated during Staff Development Days to educate all staff to the value and utility of contributions by parents and how to reach out to, communicate and work with parents as dual partners in the education of their children, and how to implement and coordinate parent programs and build ties with parents.

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

The school will provide information and resources to parents to encourage and support parents in more fully participating in their children's education. The information can be made available through mailings, PAC meeting, LSC meetings, and general parent meetings and workshops.

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

All information that parents receive will be approved by the principal and translated to the first language(s) of our students.

Policy Implementation Activities

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

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

The school will coordinate the parent involvement programs identified in the CIWP.

The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact

Complete

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

Our mission at Southside Occupational Academy is to foster a safe and supportive environment for all students to participate in an individualized transition education, capitalizing on students' interests and strengths while preparing them to become contributing members of their community. The vision of Southside Occupational Academy is to provide an individualized program that prepares students to transition into: post-secondary education/training, competitive and supportive employment and independent living. We envision that in a school environment that promotes mutual respect and individuality for all stakeholder, the students of Southside Occupational Academy will be provided access to functional skills to enable them, to become productive citizens in the community and broader society.

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.

Orientation _____
June-July Open House _____
September Report Card Pick Up _____
November Report Card Pick Up _____
April Throughout the school year _____
Individual Education Plan (IEP) meetings _____

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

5th week of school _____ Progress Reports
15th week of school _____ Progress Reports
25th week of school _____ Progress Reports
35th week of school _____ Progress Reports
10th, 20th, 30th, 40th weeks of school _____ Report Cards

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

Staff is available to meet with parents before and after school and all day door report in card pick-up. Staff is also available as necessary and by appointment during the school day.

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

Southside has an open door policy where parents are welcome to volunteer, observe or participate in their children's classes at the parents' discretion.

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

Staff will communicate with parents about their child's progress, attendance and homework completion as well as work plans with parents to address these concerns.

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

Parents will participate in decision related to the education of their children at the IEP meetings and the Parent Advisory Council (PAC) meetings.

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

Students will assure academic achievement through good attendance, positive attitude, class preparation, staff/parent encouragement, and their IEP.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The

overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Parents of students at Southside Occupational Academy want to fully comprehend the needs of their children, the accommodations and modifications needed for their children to be successful, the opportunities for their children after graduation, and the local-State-Federal programs that their children may benefit from as adults.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 348 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 348 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 696 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0 .00