



## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Sara Manseau	ILT;Occupational Prep	setyska@cps.edu	Has access
Shannon Fitzpatrick	PPLC; ELA	sfitzpatrick1@cps.edu	Has access
Michael Troyke	Math;ILT; SEL	matroyke@cps.edu	Has access
Noel McNally	Principal	nfmcnally@cps.edu	Has access
Cynthia Fah -Ok	Parent/PAC member/LSC Chair	cindyfah@sbcglobal.net	Has access
Joshua Radinsky	Parent LSC	josh.radinsky@gmail.com	Has access
Miranda Steier	Casemanager/DL	msteier@cps.edu	Has access
Anderson Stephanie	Assistant Principal: new hire	saanderson8@cps.edu	Has access
tisch Elizabeth	Counselor	edtowers@cps.edu	Has access
Martha Cruz	Bilingual Teacher	mbcruz@cps.edu	Has access

### Team meetings

Date	Participants	Topic
01/11/2016	Ms. Manseau, Noel McNally	Establish Initial Team, Technical Awareness
01/20/2016	S. FitzPatrick, , S. Manseau, N. McNally	SEF 2, next steps
03/08/2016	S. Fitzpatrick, S. Manseau, N. McNally, M. Troyke, M. Steier	SEF 1 and 3, next steps
03/15/2016	S. Manseau , N. McNally	Strategy and goal analysis development
04/04/2016	C. Ok, J. Radinsky, M. Steier, S. Manseau, N. McNally	Draft parent compact and review other documents

04/12/2016	S. Fitzpatrick, S. Manseau , N. McNally, M. Steier	Strategy development
03/17/2016	All faculty	SEF and strategy and goal development
04/08/2016	S. Manseau, N. McNally	Strategy and goal development
04/26/2016	S. Fitzpatrick, S. Manseau, N. McNally, M. Troyke, M. Steier	Review and revise final draft
04/27/2016	Parent members with faculty CIWP members	Review and revise final draft
05/01/2016	Mr. Mslanka and members of team	to develop Fine Arts action step
03/10/2016	All faculty	SEF and strategy and goal development
03/24/2016	All faculty	SEF and strategy and goal development
05/03/2016	Cindy Ok and Noel McNally	Review and discuss timeline

#### School Excellence Framework

#### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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

1 2 3 4

Principal has used CIWP to access course catalog in conjunction with the strategies that identify CCSS as a lens through which professional learning should occur. The artifact of student portfolios has been communicated and accepted through commitment or compliance as demonstrated by 100% of faculty completing at least one performance assessment per quarter. The ILT has engaged in an initial learning cycle (Cycle of Continuous Improvement) and has used data and research to provide professional learning to the entire faculty. The PPLC has expressed the desire to focus on Assessment and Vertical Alignment as a curriculum improvement focus. There is a schoolwide focus on SEL development as made evident by weekly reward and daily reinforcement through SEL tickets. Multi-disciplinary Convergence Meetings are held for target students to promote positive behavior and socially valid interactions with purpose of developing, implementing, and evaluating individual student plans. Content area teams are providing analysis and ideas for goal development in the CIWP planning process.

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

### Instructional Leadership Team:

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

Score

1 2 **3** 4

The ILT has recently been re-established. They have used the rubric to self assess their status. There has been an initial data harvest that identified Speaking and Listening as a common focus for Cycles of Continuous Improvement. Priority steps were identified through surveys of the faculty. Currently, the ILT is conducting research on a priority aspect of S.L. Anchor Standards 1 & 2. The ILT has engaged in an initial learning cycle (Cycle of Continuous Improvement) and has used data and research to provide professional learning to the entire faculty. Professional readings are identified and analyzed with the entire faculty and content area teams for the purpose of establishing new learning and teaching rituals.

### Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

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

**Professional Learning:**

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

Score

1 2 **3** 4

For SY 2015-16 the professional learning foci are: 1. Performance Assessments and Understanding by Design as related to student portfolios/balanced assessment component 2. Instructional Powerful Practice TIA of Speaking and Listening with a focus on CCSS Anchor Standards S.L. 1 & 2. 3. Addressing differentiated requirements for all students;but specifically addressing students diagnosed with Autism Spectrum Disorder (ASD) is a priority focus. A request for interested teachers to engage in training related to ASD was initiated 2nd quarter. Currently, 8 teachers have engaged in ASD training from various sources. Two teachers will receive intensive TEACCH Training in April. Safe practice is extended beyond the scope and sequence identified in the "Lasting Impressions" professional/Mentor text. Parents receive training at BAC and PAC events including, but not limited to: Social Security, PUNS, Technology, Guardianship, and SEL. At least three teachers have engaged in teacher initiated professional learning each month. There have been four events of whole faculty professional learning provided by various departments at CPS. An external SEL partner has provided training for paraprofessionals. Staff members participate in informal professional learning with colleagues that include: lesson planning, assessment development, effective teaching strategies, and classroom management. Google Drive is a vehicle used to share professional learning documents.

**Guide for Professional Learning**

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

**Evidence, Measures, and Standards**

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

#### Aligned Resources:

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

Score

1 2 3 4

Additional time has been allocated for teacher identified needs in the form of self directed preparation periods released by the Principal. From 9.8.16 through 1.25.17, there has been a total 2,565 minutes or 57 preparation periods released to teachers for school priorities (Performance Assessments, IEPs, and individual student concerns). Schedules identify a common preparation period each day for teacher collaboration. As of 12.7.15, content area teams have been established and will review the subsequent frameworks for planning purposes. Teachers have identified professional learning opportunities and have been provided coverage for their classes. ABST has partnered with the entire Vaughn Faculty for: ASD, CPI, and CBI training. Flex Day Professional Learning was approved for the purpose of engaging in continuous yearlong activities including: professional reading analysis, sharing strategies of best practice, etc. Master schedule is built to allow common planning time. Financial resources have been allocated for most teacher requested items and significant funds have been allocated for Community Based Instruction, SEL initiatives, and sports activities. The enrichment program implemented during zero period has many celebrations and growth areas. Allocating resources for paraprofessionals to facilitate SEL activities is an identified need.

#### 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
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

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.

1 2 3 4

All courses designed their units using UBD. Looking at our performance assessments we target key standards and align them/integrate them with the tasks that we are doing in the classroom. The PA rubric gives us a common language to talk about, not only reading and writing standards, but also the listening and speaking standards. We differentiate our curriculum and instruction through a universal design method so that diverse learners are integrated into all activities. We are meeting the needs of ELL students through the WIDA by targeting speaking and listening on the PA rubrics. There is a course catalog identifying CCSS, LCCE standards and Hawthorne standards that are vertically aligned for the classes. Performance assessments are archived in student portfolios.

### Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

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

Score

1 2 3 4

Differentiated materials, that address multiple learning styles, are used regularly. Materials are adapted and modified so all learners have access. Technology is integrated into all classes. Student choice is utilized in determining means for evaluation. The performance assessments use a wide range of instructional materials. Teachers and assistants scaffold instruction and change materials based upon individual student responses. In all areas, teachers use high interest low readability text to help students access age/grade appropriate content.

## Guide for Instructional Materials

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

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

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

We are currently developing norms associated with examining student work through practices such as content area team meetings and sharing performance assessments. We also have started our first professional learning cycle focusing on an area of need selected by the teachers. As of now, content teams have not examined student work.

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

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

Score

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

1 2 3 4

All students take transition (career and independent living) surveys to identify their interests and skills. These transition surveys, along with academic data and performance assessments, are used to create individualized transition plans with evidence and goals which are revisited each year until graduation.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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

1 2 **3** 4

Whole school focus on questioning, speaking and listening is emerging. Classroom performance assessments provide a deeper level of questioning. Teachers benefit from sharing their PA's. Teachers differentiate instruction for individual learners, student groups, and class dynamics. Teachers utilize the Socratic method, scaffolding and modeling as needed. Daily living skills are incorporated in the curriculum. Teachers provide concrete examples and extra examples when teaching new academic vocabulary. Speaking and listening strategies are incorporated to promote student thinking and participation. Teachers adjust their instruction continuously based upon observations and data collection for individual students. There is a wide range of abilities in each classroom and teachers differentiate their instruction to meet individual needs. When given job opportunities both inside and outside of the school, the supports that these students receive helps turn them into self-directed learners. Most of the teachers have multiple approaches to shift from one approach to another depending on the students they are working with. Some of the questions probe student thinking. Some of the teachers address needs of self-directed learners through differentiation. Vaughn maintains its superior rating status in the fine arts with school wide participation and growth with art partnerships, arts related fieldtrips, and enhanced course offerings, in the areas of: Visual arts: Vaughn will continue to offer basic and advanced studio arts, continuous displays and exhibits of student art at Vaughn throughout the year, participation in school site, neighborhood art exhibits, arts related fieldtrips, and strengthen and expand our school wide visual arts participation. Music: The Vaughn Musical department offers basic and advanced choir, band, school wide performances and participation in neighborhood and school wide performances. Dance: This was the first year that our Vaughn Dance Troupe was formed, practiced and performed for our school and community in school assemblies and neighborhood/school functions. Culinary Arts: sustained and increased opportunities for students with intellectual disabilities (below 55 IQ) will be an ongoing focus.

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

### 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; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

### Score

1 2 3 4

Faculty is focused on continuing to improve consistency and implementation of current SEL programs. Some teachers are using the 101 Ways to Teach Social Skills as a mentor/exemplar vehicle. There are daily and weekly rituals to reinforce behaviors schoolwide along with varying schedules of reinforcement in classrooms. Differentiation, social work groups, counseling center involvement, before school activities, and Wednesday afternoon SEL are some aspects of tiered support. Students understand and can state the school's mission/SEL goals of SOAR. Curriculum is individualized based on IEPs. Counseling services are available for students as needed and as dictated by their IEPs. Educational teams meet to address the needs of at risk students. CCSS and WIDA standards are addressed in curriculum; IEP accommodations and modifications are implemented; SEL is integrated in school and community setting; students have access to full time or part time social worker, counselor, speech pathologist, case manager, nurse, psychologist, visual impaired teachers, and travel trainers. All occupational preparation courses differentiate their curriculum and instruction so that all students can access the topic at their own instructional level. Some students get minimal support, some get more support and prompting, and a small group gets one on one support and constant prompting. Some students read from text, others follow text and pictures, and others follow just pictures. Teachers implement SEL support of students when needed. Teachers use school wide SEL support to promote social-emotional growth. Individual students have FBAs/BIPs when needed. Teachers work with support staff when students need more support. Teachers monitor student grades and attendance and ask for support when students are in need.

### 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
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

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

### Score

1 2 **3** 4

There is 96% percent on track rate as of 1.31.16. The freshman on track rate is high, as revealed through SQRP. Balanced assessment is a growth area for Vaughn. Common scoring rubrics, quarterly unit PAs across content-areas, ACCESS, DLM, Brigance, daily living inventories, job and career inventories, IEP report cards, behavior tracking, curriculum-based assessments, community based assessments, and PAES are a partial menu of assessments at Vaughn OHS. There is a myriad of curriculum based assessments used in courses. Currently, faculty has demonstrated capacity to develop end of unit performance assessments using UbD construct (stage 2). Distributing PA's to advisory teachers, reviewing other teachers' PA's, and creating student portfolios are an emerging aspect of balanced assessment. 100% of teachers have developed, implemented and articulated the first semester/quarter 1 & 2 performance assessments for each student. Students are evaluated quarterly through the IEP process. Formal and informal assessments are utilized in academic classes. Teachers utilize formative assessments for progress monitoring. All students take the ARC assessment. The Occupational Preparation Department uses a range of assessments and inventories at the beginning and throughout the school year to identify students' strengths, needs and skill levels in a wide range of academic and functional areas. Assessments are either created or modified to meet the needs of diverse learners and EL. Teachers are using performance assessments to document and articulate student growth to all stakeholders. The performance assessments also give teachers actionable data to help inform planning for instruction and academic support.

## 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 (CSR).
  - 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	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1e. Designing Student Assessment</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4b. Maintaining Accurate Records</a>
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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,

Score

1 2 3 4

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.

In some classrooms a focus on individualized academic growth for all students is evident. In most classrooms there is evidence of project based learning, social emotional learning, CBI, SOAR, and use of incentives. Emotional investment in students and a strong rapport create opportunities for rigorous academic engagement. Strong rapport also allows for effective, mindful development and implementation of differentiated instructional strategies. Teachers provide emotional, academic, and social support. Teachers are invested in providing the best education for their students. Objectives and unit plans are completed and posted in most classrooms. All learners participate in performance assessments and work towards achieving their IEP goals in the classroom and community. Teachers are willing to build capacity in the areas of instructional differentiation, formative assessments, transfer of knowledge, student to student academic interaction, data collection/goal development, and classroom academic and social reinforcement (PBIS).

### Guide for Culture for Learning

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

### Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

#### Relational Trust:

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

#### Score

1 2 3 4

Interactions between teachers, staff and students are respectful and demonstrate genuine caring and compassion. Small group and whole team meetings assist in creating uniformity of school wide SEL curriculum. The SOAR pledge is known and adhered to - school wide - and sets expectations for behavior. Student centered conferences, 1:1 sessions, targeted social/counseling groups, and collaboration with outside agencies promote a whole school commitment to a culture of trust and social/emotional growth as well as allowing for meeting individualized student needs.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

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

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

Score

1 2 **3** 4

Students are engaged in learning with curriculum and instructional strategies tailored to their individual needs. Consistent Community Based Instruction allows students opportunities to generalize their academic skills in different environments and effectively engage in volunteer or internship opportunities. Students have the opportunity to engage in a wide variety of extra curricular activities based on their individual preferences.

## 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"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

Convergence meetings about individual students are held, as needed, with relevant staff. Staff members function as a "safe person" for students who form a special rapport with them. SEL program help students deal appropriately with conflict and stress. During transition, the building is secured through staff positioning, security personnel positioning, directional stairwells, secured entry and exit procedures, and ID or visitor pass requirement for all people present in the building. Rules, rewards, and consequences are implemented in all settings. Quick, effective intervention is initiated when incidents occur - with thorough wrap around services by staff, social worker, counselor, and administration.

### Guide for Safety & Order

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



**and procedures. (See Restorative Approaches to Discipline)**

- Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

**Evidence, Measures, and Standards**

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

**Restorative Approaches to Discipline:**

Score

1 2 **3** 4

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

Vaughn uses proactive, restorative, and instructive approaches when addressing discipline. Most staff have created safe classroom climates through clear rules and procedures. This has extended to other parts of the school where students interact including hallways, lunchroom, auditorium, etc. Each day our SOAR pledge is read over the intercom to the whole school during homeroom. Positive behaviors are not only reinforced through verbal rewards but also through classroom incentives in most classrooms and a school-wide SEL rewards program. Students participate in weekly SEL activities in their CBI classes to learn critical social skills that contribute to a positive and safe school environment. Teachers, assistants, administration, security and school counseling staff have daily informal contact with concerns about social issues or behavior issues with students or groups of students. Individuals and teams work to proactively help students work through issues or address problematic behaviors before they escalate. Student specific teams meet to discuss behavior concerns. Observations and data are collected to complete FBAs and BIPs for students who have significant behavior needs. Outside resources, such as Bulldog Solutions, Between Friends, and U of I Extension have been brought in to target specific behavior, social, or relationship skills. When misbehavior does occur, restorative approaches are used to help the student(s) learn from the experience. Supports are put in place to address the core issues. Out-of-school suspensions are used as a last resort.

**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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
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

BAC/PAC meetings, nutrition classes, and IEP meetings engage some parents/guardians in rituals at the school. Teachers email and call parents/guardians with information about students. PAC meetings are attended by approximately 8% of the Vaughn Families. Communications are provided in both English and Spanish using multiple vehicles (letters, flyers, robo calls, website, social media, LSC to parent/guardian contact, teacher to parent/guardian contact). The school's website, along with two social media sites, are kept up to date with news and upcoming dates for parents/guardians. Surveys were conducted at open house for the purpose of parent /guardians centered training. The spring festival involves parents/guardians. Parents/guardians are always welcome to visit the school. Open house gives parents/guardians the opportunity to meet their child's teachers. Choir concerts and Art Mix invite parents/guardians to see students' work. Student Portfolios will be a component of current functioning analysis during IEP meetings.

### 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)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
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 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	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 type="checkbox"/> 5 <input type="checkbox"/> ☐
3	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"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	<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 Quality Teaching: Balanced Assessment & Grading	<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: Instruction	<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: 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: 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: 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"/> ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	<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	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗

Goals

Required metrics (Highschool)

6 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>My Voice, My School 5 Essentials Survey</b>				
Faculty and LSC will develop a plan through which items and responses from the My Voice, My School 5 Essentials Survey can be analyzed and strategies developed to reach well organized by 2017-2018.	(Blank)	(Blank)	(Blank)	(Blank)
<b>National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
Students do not take the ACT at Vaughn OHS.	(Blank)	(Blank)	(Blank)	0.00
<b>African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
This metric does not apply to a specialty school.	(Blank)	(Blank)	(Blank)	(Blank)
<b>Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
This metric does not apply to a specialty school.	(Blank)	(Blank)	(Blank)	(Blank)
<b>English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
This metric does not apply to a specialty school.	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
This metric does not apply to a specialty school.	(Blank)	(Blank)	(Blank)	(Blank)
<b>National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
This metric does not apply to a specialty school.	(Blank)	(Blank)	(Blank)	(Blank)
<b>Freshmen On-Track Rate</b>				
The Vaughn team has determined that an appropriate data point for Freshman on Track is 95% after an analysis of prior years and current demographic and assessment data.	96.30	100.00	95.00	95.00
<b>4-Year Cohort Graduation Rate</b>				

This data point will remain static due to the construct of this specialty school. Students are able to remain until their 22nd birthday and it is the least restrictive environment as DRS/DHS has limited services and programs for adults with disabilities. Students will be identified for a four year graduation plan based on their assessment milieu in their most recent eligibility determination as well as a review of the balanced assessment protocol at Vaughn OHS.

5.90

(Blank)

5.90

5.90

**1-Year Dropout Rate**

Reduction in the dropout rate will be facilitated in part by the IEP/IDT Team and SEL partners.

1.90

1.90

1.90

1.00

**College Enrollment Rate**

This data point will remain static due to the reduction of college programs for diverse learners in the moderate to severe range and the increase in demographics of this aspect of student population at Vaughn OHS.

12.90

9.10

9.10

9.10

**College Persistence Rate**

This metric does not apply to a specialty school.

(Blank)

(Blank)

(Blank)

(Blank)

**Average Daily Attendance Rate**

The Vaughn Attendance Team in conjunction with Network Support will develop, implement, and evaluate attendance protocols and incentive program.

88.90

90.50

91.00

92.00

Custom metrics

3 of 3 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
------------------	------------------	----------------	----------------

Math Achievement: CCSS Performance Assessment ELA

As Vaughn is a specialty/occupational school, it requires individual criterion referenced assessments. Norm referenced assessments are not valid for any students at this school. Students will be assessed at the end of each course / unit of study through the performance assessment designed by the instructor. The metric will identify performance for a single cohort: Freshman 2016-17; Sophomores 2017-18; Juniors 2018-19; Seniors 2019-20; Super Seniors 2020-21. The data set will reveal the percentile of students at the meets and exceeds level. The data set will also reveal individual student and student subgroup by disability when disaggregated.

0.00

0.00

51.00

75.00

ELA Achievement: CCSS Performance Assessment Math

As Vaughn is a specialty/occupational school, it requires individual criterion referenced assessments. Norm referenced assessments are not valid for any students at this school. Students will be assessed at the end of each course / unit of study through the performance assessment designed by the instructor. The metric will identify performance for a single cohort: Freshman 2016-17; Sophomores 2017-18; Juniors 2018-19; Seniors 2019-20; Super Seniors 2020-21. The data set will reveal the percentile of students at the meets and exceeds level. The data set will also reveal individual student and student subgroup by disability when disaggregated.

0.00

0.00

51.00

75.00

Occupational Preparation Related Performance: PAES Assessment

As Vaughn is a specialty/occupational school, it requires individual criterion referenced assessments. Norm referenced assessments are not valid for any students at this school. The research-based assessment data provides the information needed to develop post secondary transition IEP goals and allows the district to track and direct the students in a way that enables them to meet the goals and objectives. The PAES assessment will be given twice during the student's enrollment. The first aspect will be administered during the Freshman or Sophomore year. The summative aspect will be administered during the student's fifth year. For the purpose of the CIWP metric, Vaughn will identify the 2015-16 cohort as the subgroup to be analyzed. The assessment will be given in 2016 and 2018. The target percentile ranking will be 75 as this reveals semi-competitive and semi-independent employment skill acquisition. Vaughn will use 50th percentile ranking as the initial score benchmark as it reveals additional training is needed and as it is the inaugural administration.

0.00

0.00

50.00

75.00

## Strategies

### Strategy 1

If we do...

Provide professional learning opportunities that increase capacity with CCSS, WIDA, and IEP goal development

...then we see...

School wide assessments, artifacts, and rituals for each student

...which leads to...

A comprehensive student portfolio inclusive of end of unit performance assessments that reveal a detailed description of individual abilities

Tags:

Core Instruction, Arts, Diverse Learners, English Learners, Curriculum Design, Data Use, Cycles of professional learning

Area(s) of focus:

1, 2, 4

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Deliver professional learning with regard to stage 2 Performance Assessment development

Principal

Feb 1, 2016 to  
Feb 2, 2016

Individual Student Portfolios

On-Track

**Literacy/Reading, Math, Core Instruction, Arts, Diverse Learners, English Learners, Data Use, Social studies, Personalized Learning**

Deliver professional learning with regard to stage CCSS Speaking and Listening integration for whole school

ILT/Faculty

Feb 4, 2016 to  
Aug 31, 2016

Cycle of Continuous Improvement Work Artifacts

On-Track

**Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instruction, Cycles of professional learning**

Faculty will complete targeted professional development to include, but not be limited to, TEACCH, PBIS, ASD/Behavior, and other training. Training aligns with identified areas of need. Training will result in increased access to content and curriculum.

ILT/PPLC/Faculty

Mar 9, 2016 to  
Mar 15, 2018

Training agendas, spreadsheet, teacher train the trainer workshops

On-Track

**Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Project-based learning, Personalized Learning, Instruction**

Faculty will engage in the restructuring of the IEP goal development, completion, and submission process.

All teachers

Jun 16, 2016 to Jun 1, 2018

IEP specialized service age of IEP, compliance phase zero reports

On-Track

**Diverse Learners, Iep**

**Strategy 2**

If we do...

SEL training for all faculty and students

...then we see...

a comprehensive PBIS system with SOAR rituals embedded in each classroom and student SEL goals

...which leads to...

An increase in socially acceptable behavior, attendance, and a reduction in restrictive discipline and realization of BIP goals

Tags:

Arts, Diverse Learners, English Learners, Attendance, Behavior and Safety, SEL, Instruction

Area(s) of focus:

3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

The school will use SOAR and 101 Ways to Teach Social Skills as a school wide vehicle and a daily homeroom ritual with intermittent reinforcement in each class.

Counselor/Assistant Principal/SEL committee

Mar 22, 2016 to Jun 1, 2018

SOAR board, Dashboard, Discipline Data, Verify Discipline Data, individual student FBA/BIPs, informal behavior contracts

On-Track

**SEL, Instruction**

The school will work on developing the PBIS process at Vaughn and how it will be used across all environments.

All staff

Jun 1, 2017 to Jul 1, 2018

Dashboard, Discipline Data, Verify Discipline Data, individual student FBA/BIPs, informal behavior contracts, PBIS document

Not started

**Behavior and Safety, SEL, Instruction, Pbis**

Staff will develop a system of teaching and reinforcing positive behaviors, including attendance/punctuality, in all school environments and in the community. This system would include consequences for inappropriate behaviors.

All staff

Sep 1, 2016 to Jul 1, 2018

Dashboard, Discipline Data, Verify Discipline Data, individual student FBA/BIPs, informal behavior contracts, classroom artifacts to include anchor charts, social protocols, classroom management program, SOAR board

On-Track

**Attendance, Behavior and Safety, SEL, Instruction, Pbis**

Students will develop self-regulation and self-monitoring skills through embedded instructional activities in both the school environment and in the community.

Teachers, RSPs, and students

Mar 22, 2016 to Jun 1, 2018

Dashboard, Discipline Data, Verify Discipline Data, Individual student FBA/BIPs, informal behavior contracts, classroom artifacts, student reflection

On-Track

**Behavior and Safety, SEL, Instruction**

**Strategy 3**

If we do...

Teachers differentiate instruction based on learning styles, reading levels, student

...then we see...

students making progress on the learning continuum

...which leads to...

increased student academic achievement

strengths and academic needs through the lens of UBD and gradual release of responsibility.

Tags:  
Diverse Learners, English Learners, Instruction

Area(s) of focus:  
1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Teachers will embed specific academic vocabulary into their Performance Assessments	teachers	Sep 5, 2016 to Jul 18, 2017	Performance Assessments	On-Track

**Instruction**

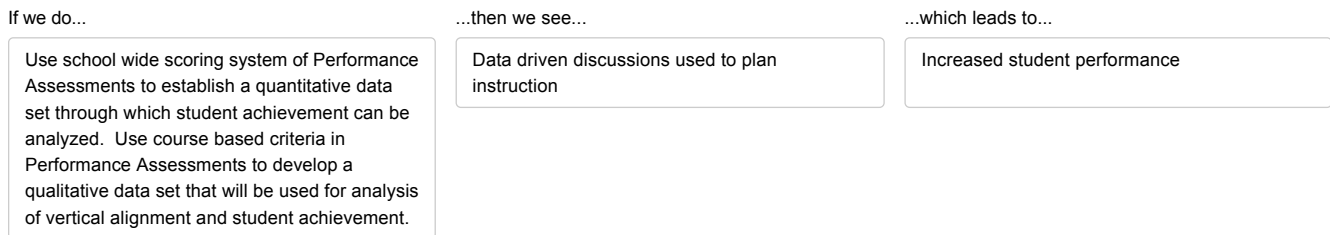
Students and teachers will use differentiated stations to address the variance of needs. There will be a reduction in whole class, lecture based delivery.	teachers and students	Feb 1, 2017 to Jun 18, 2019	Content area plans, student learning paths/activities, student artifacts, teacher observations	Not started
--	-----------------------	-----------------------------	--	-------------

**Instruction**

Vaughn will maintain and increase rigorous instruction in the fine arts with school wide participation and growth with regard to differentiating instructional activities for all learning styles and abilities revealed through classwork, art partnerships, arts related field experiences, and enhanced integration of Math and ELA standards in all activities.	Mr. Maslanka, Mr. Green, Mr. Murray, Ms. Ducharme, Mr. Milner.	Jun 1, 2016 to Mar 1, 2018	Performance Assessments, REACH observations, informal non evaluation observations, performances and exhibits, CBI goal documentation.	On-Track
---	--	----------------------------	---	----------

**Arts, Instruction**

**Strategy 4**



Tags:  
Diverse Learners, English Learners, Assessment, Data Use, Achievement, Vertical alignment

Area(s) of focus:  
1, 2, 4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Develop a school wide system for scoring Performance Assessments	All faculty	Sep 5, 2016 to Oct 21, 2016	School wide data system	On-Track

**Assessment, Data Use**

Test school wide system by scoring and analyzing first quarter PA data	All faculty	Oct 24, 2016 to Nov 18, 2016	Data collected through school wide data system	Postponed
--	-------------	------------------------------	--	-----------



**Assessment, Data Use**

Revise system as needed for efficacy and progress monitoring	All faculty	Nov 21, 2016 to Jun 18, 2017	Data collected through school wide data systems	On-Track
--	-------------	------------------------------	---	----------

**Assessment, Data Use, Data analysis**

Professional Learning will be developed, implemented and evaluated for the purpose of authentic data use to develop instructional content area plans, IEP goals and student learning paths/activities	All faculty	Sep 5, 2016 to Jun 18, 2017	IEP goals, content area plans, student learning paths/activities, content area team notes	On-Track
---	-------------	-----------------------------	---	----------

**Arts, Data Use, Instruction, Professional development, Iep, Learning paths**

**Strategy 5**

If we do...

Analyze dis-aggregated attendance data for trends and growth areas

...then we see...

opportunities for implementing strategic rituals at target times throughout the year

...which leads to...

an overall improvement of 3.2 percent over two years to yield an annual overall attendance rate of 92.0

Tags:  
Attendance

Area(s) of focus:  
1, 2, 3, 4

Action step

Monthly rituals:  
  
Perfect Attendance Board – Names of students are highlighted monthly as well as the 3 highest attendance home rooms from the previous month  
  
Attendance Stars board to be displayed in the cafeteria highlighting prizes and containing positive encouragement visuals.  
  
Home rooms will create monthly incentive plans at the teacher’s discretion. Teachers will submit monthly incentive plans to the assistant principal to create a bank.  
  
Traveling, “Attendance Star,” trophy to be awarded to the home room with the highest attendance per month by Mrs. Anderson & Ms. Towers will email example classroom attendance incentive ideas to teachers

Responsible

AP, Counselor, Social Worker, teachers

Timeframe

Sep 12, 2016 to Apr 30, 2018

Evidence for status

Attendance data, reinforcement data

Status

On-Track

**Attendance**

Quarterly Rituals:

Quarterly Raffles - Students who had an entire quarter of improved attendance are entered into a raffle. Winner posted on website, Bulletin Board and Newsletter

Home room with highest & most improved attendance average will receive a popcorn party in their home room.

AP, teachers,  
Principal

Sep 12, 2016 to  
Apr 30, 2018

Attendance data, reinforcement  
data

On-Track

**Attendance**

End of Year Rituals:

End of Year Surprise Raffle - Those students' with an entire year of improved attendance will be placed in a drawing to win a surprise gift

Home room with the highest attendance average will have a pizza party after Wednesday CBI.

AP, teachers,  
Principal

Sep 12, 2016 to  
Apr 30, 2018

Attendance data, reinforcement  
data

Not started

**Attendance**

Develop and implement intervention plan specific to diverse learners with physical and emotional disabilities. The following interventions will be implemented and evaluated for efficacy:

Vaughn OHS Attendance Intervention Plan

Number of Absences  
Intervention  
Additional Interventions

Classroom: Teacher -Parent  
Call/conference  
Teacher and Attendance  
Clerk will monitor

Classroom: Teacher -Parent  
Call/conference

Attendance Clerk will contact parent for meeting.

Attendance  
Clerk will meet with parent to discuss importance of attendance.  
Teacher and Attendance Clerk will monitor and detentions  
School Counselor (Problem-Solving)  
Team will monitor.

Classroom: Teacher -Parent  
Call/conference

Attendance Clerk will contact parent for meeting.

Attendance Clerk will meet with parent to discuss importance of attendance. Principal will attend the meeting.  
Teacher and Attendance Clerk will monitor and detentions

School Counselor and Problem-Solving Team  
Team will monitor.

Implement a formal contract developed by team, including parent. Parent, student, and staff will sign group contract. All will be given copies.

All of the above, possible DCFS referral, home visit, continue with board policy  
Refer to Network FACE representative, social work agency, or DCFS.

All faculty

Sep 12, 2016 to  
Apr 30, 2018

Meeting minutes and analysis of trend report

On-Track

## Attendance

Attendance team will meet with Principal at 4th, 8th, 14th, 19th, 24th, 29th, 34th, and 37th week for the purpose of identifying At Risk individuals for Tier 3 interventions.

Attendance Team & Principal.

Sep 12, 2016 to Apr 30, 2018

Minutes and evaluation of interventions from Social Worker and Counselor

On-Track

**Attendance**

The Attendance Team will participate in the following events:  
Attendance Review and Feedback Plan  
Daily:  
Clerk will double check all first period attendance reports, including students who have swiped in late.  
AP will make attendance reminder during homeroom via intercom  
Vanessa will report previous day's attendance submissions to AP  
AP will email staff notifying them of missed submissions  
AP will review tardy and unexcused absence reports and issue student consequences listed above.  
Weekly:  
AP will consult with Mr. McNally regarding high missing attendance submissions  
Weekly communications to coordinate interventions including parent/student/attendance team conference calls or meetings  
Counselor to issue 5 and 10 day absence notices  
Bi-Weekly:  
Attendance team will meet to review progress of individual students.  
Additional interventions/plans will be reviewed and adjusted as needed.  
If needed, additional parent conferences with administration will be scheduled.

Attendance Team with Principal

Sep 12, 2016 to Apr 30, 2018

Minutes and reports/Attendance Data

On-Track

**Attendance**

Attendance Team will analyze weeks 18,21,25,26,27,30,31,32,33,34,, and 35 for root cause of comparative decrease in attendance.

Attendance Team with Principal.

Sep 12, 2016 to Apr 30, 2018

Attendance Team Report due 8.22.16

On-Track

**Attendance**

Use external partner to develop parent attendance support program

AP with Kortny Peagram PHD.

Jul 5, 2016 to Aug 29, 2016

Prospectus if budget allows

Not started

**Attendance, SEL**

## Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Deliver professional learning with regard to stage 2 Performance Assessment development</p> <p>Tags: Core Instruction, Arts, Diverse Learners, English Learners, Curriculum Design, Data Use, Cycles of professional learning, Literacy/Reading, Math, Core Instruction, Arts, Diverse Learners, English Learners, Data Use, Social studies, Personalized Learning</p>	Principal	Feb 1, 2016	Feb 2, 2016	On-Track
<p>✚ Deliver professional learning with regard to stage CCSS Speaking and Listening integration for whole school</p> <p>Tags: Core Instruction, Arts, Diverse Learners, English Learners, Curriculum Design, Data Use, Cycles of professional learning, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instruction, Cycles of professional learning</p>	ILT/Faculty	Feb 4, 2016	Aug 31, 2016	On-Track
<p>✚ Faculty will complete targeted professional development to include, but not be limited to, TEACCH, PBIS, ASD/Behavior, and other training. Training aligns with identified areas of need. Training will result in increased access to content and curriculum.</p> <p>Tags: Core Instruction, Arts, Diverse Learners, English Learners, Curriculum Design, Data Use, Cycles of professional learning, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Project-based learning, Personalized Learning, Instruction</p>	ILT/PPLC/Faculty	Mar 9, 2016	Mar 15, 2018	On-Track
<p>✚ Faculty will engage in the restructuring of the IEP goal development, completion, and submission process.</p> <p>Tags: Core Instruction, Arts, Diverse Learners, English Learners, Curriculum Design, Data Use, Cycles of professional learning, Diverse Learners, lep</p>	All teachers	Jun 16, 2016	Jun 1, 2018	On-Track
<p>✚ The school will use SOAR and 101 Ways to Teach Social Skills as a school wide vehicle and a daily homeroom ritual with intermittent reinforcement in each class.</p> <p>Tags: Arts, Diverse Learners, English Learners, Attendance, Behavior and Safety, SEL, Instruction, SEL, Instruction</p>	Counselor/Assistant Principal/SEL committee	Mar 22, 2016	Jun 1, 2018	On-Track
<p>✚ The school will work on developing the PBIS process at Vaughn and how it will be used across all environments.</p> <p>Tags: Arts, Diverse Learners, English Learners, Attendance, Behavior and Safety, SEL, Instruction, Behavior and Safety, SEL, Instruction, Pbis</p>	All staff	Jun 1, 2017	Jul 1, 2018	Not started
<p>✚ Staff will develop a system of teaching and reinforcing positive behaviors, including attendance/punctuality, in all school environments and in the community. This system would include consequences for inappropriate behaviors.</p> <p>Tags: Arts, Diverse Learners, English Learners, Attendance, Behavior and Safety, SEL, Instruction, Attendance, Behavior and Safety, SEL, Instruction, Pbis</p>	All staff	Sep 1, 2016	Jul 1, 2018	On-Track
<p>✚ Students will develop self-regulation and self-monitoring skills through embedded instructional activities in both the school environment and in the community.</p> <p>Tags: Arts, Diverse Learners, English Learners, Attendance, Behavior and Safety, SEL, Instruction, Behavior and Safety, SEL, Instruction</p>	Teachers, RSPs, and students	Mar 22, 2016	Jun 1, 2018	On-Track
<p>✚ Teachers will embed specific academic vocabulary into their Performance Assessments</p> <p>Tags: Diverse Learners, English Learners, Instruction, Instruction</p>	teachers	Sep 5, 2016	Jul 18, 2017	On-Track
<p>✚ Students and teachers will use differentiated stations to address the variance of needs. There will be a reduction in whole class, lecture based delivery.</p> <p>Tags: Diverse Learners, English Learners, Instruction, Instruction</p>	teachers and students	Feb 1, 2017	Jun 18, 2019	Not started
<p>✚ Vaughn will maintain and increase rigorous instruction in the fine arts with school wide participation and growth with regard to differentiating instructional activities for all learning styles and abilities revealed through classwork, art partnerships, arts related field experiences, and enhanced integration of Math and ELA standards in all activities.</p> <p>Tags: Diverse Learners, English Learners, Instruction, Arts, Instruction</p>	Mr. Maslanka, Mr. Green, Mr. Murray, Ms. Ducharme, Mr. Milner.	Jun 1, 2016	Mar 1, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Develop a school wide system for scoring Performance Assessments</p> <p>Tags: Diverse Learners, English Learners, Assessment, Data Use, Achievement, Vertical alignment, Assessment, Data Use</p>	All faculty	Sep 5, 2016	Oct 21, 2016	On-Track
<p>✦ Test school wide system by scoring and analyzing first quarter PA data</p> <p>Tags: Diverse Learners, English Learners, Assessment, Data Use, Achievement, Vertical alignment, Assessment, Data Use</p>	All faculty	Oct 24, 2016	Nov 18, 2016	Postponed
<p>✦ Revise system as needed for efficacy and progress monitoring</p> <p>Tags: Diverse Learners, English Learners, Assessment, Data Use, Achievement, Vertical alignment, Assessment, Data Use, Data analysis</p>	All faculty	Nov 21, 2016	Jun 18, 2017	On-Track
<p>✦ Professional Learning will be developed, implemented and evaluated for the purpose of authentic data use to develop instructional content area plans, IEP goals and student learning paths/activities</p> <p>Tags: Diverse Learners, English Learners, Assessment, Data Use, Achievement, Vertical alignment, Arts, Data Use, Instruction, Professional development, Iep, Learning paths</p>	All faculty	Sep 5, 2016	Jun 18, 2017	On-Track
<p>✦ Monthly rituals: Perfect Attendance Board – Names of students are highlighted monthly as well as the 3 highest attendance home rooms from the previous month Attendance Stars board to be displayed in the cafeteria highlighting prizes and containing positive encouragement visuals. Home rooms will create monthly incentive plans at the teacher's discretion. Teachers will submit monthly incentive plans to the assistant principal to create a bank. Traveling, "Attendance Star," trophy to be awarded to the home room with the highest attendance per month by Mrs. Anderson &amp; Ms. Towers will email example classroom attendance incentive ideas to teachers</p> <p>Tags: Attendance, Attendance</p>	AP, Counselor, Social Worker, teachers	Sep 12, 2016	Apr 30, 2018	On-Track
<p>✦ Quarterly Rituals: Quarterly Raffles - Students who had an entire quarter of improved attendance are entered into a raffle. Winner posted on website, Bulletin Board and Newsletter Home room with highest &amp; most improved attendance average will receive a popcorn party in their home room.</p> <p>Tags: Attendance, Attendance</p>	AP, teachers, Principal	Sep 12, 2016	Apr 30, 2018	On-Track
<p>✦ End of Year Rituals: End of Year Surprise Raffle - Those students' with an entire year of improved attendance will be placed in a drawing to win a surprise gift Home room with the highest attendance average will have a pizza party after Wednesday CBI.</p> <p>Tags: Attendance, Attendance</p>	AP, teachers, Principal	Sep 12, 2016	Apr 30, 2018	Not started
<p>✦ Develop and implement intervention plan specific to diverse learners with physical and emotional disabilities. The following interventions will be implemented and evaluated for efficacy: Vaughn OHS Attendance Intervention Plan Number of Absences Intervention Additional Interventions Classroom: Teacher - Parent Call/conference Teacher and Attendance Clerk will monitor Classroom: Teacher -Parent Call/conference Attendance Clerk will contact parent for meeting. Attendance Clerk will meet with parent to discuss importance of attendance. Teacher and Attendance Clerk will monitor and detentions School Counselor (Problem-Solving) Team will monitor. Classroom: Teacher -Parent Call/conference Attendance Clerk will contact parent for meeting. Attendance Clerk will meet with parent to discuss importance of attendance. Principal will attend the meeting. Teacher and Attendance Clerk will monitor and detentions School Counselor and Problem-Solving Team Team will monitor. Implement a formal contract developed by team, including parent. Parent, student, and staff will sign group contract. All will be given copies. All of the above, possible DCFS referral, home visit, continue with board policy Refer to Network FACE representative, social work agency, or DCFS.</p> <p>Tags: Attendance, Attendance</p>	All faculty	Sep 12, 2016	Apr 30, 2018	On-Track
<p>✦ Attendance team will meet with Principal at 4th, 8th, 14th, 19th, 24th, 29th, 24th, and 37th week for the purpose of identifying At Risk individuals for Tier 3 interventions.</p> <p>Tags: Attendance, Attendance</p>	Attendance Team & Principal.	Sep 12, 2016	Apr 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ The Attendance Team will participate in the following events: Attendance Review and Feedback Plan Daily: Clerk will double check all first period attendance reports, including students who have swiped in late. AP will make attendance reminder during homeroom via intercom Vanessa will report previous day's attendance submissions to AP AP will email staff notifying them of missed submissions AP will review tardy and unexcused absence reports and issue student consequences listed above. Weekly: AP will consult with Mr. McNally regarding high missing attendance submissions Weekly communications to coordinate interventions including parent/student/attendance team conference calls or meetings Counselor to issue 5 and 10 day absence notices Bi-Weekly: Attendance team will meet to review progress of individual students. Additional interventions/plans will be reviewed and adjusted as needed. If needed, additional parent conferences with administration will be scheduled.</p> <p>Tags: Attendance, Attendance</p>	Attendance Team with Principal	Sep 12, 2016	Apr 30, 2018	On-Track
<p>✦ Attendance Team will analyze weeks 18,21,25,26,27,30,31,32,33,34,, and 35 for root cause of comparative decrease in attendance.</p> <p>Tags: Attendance, Attendance</p>	Attendance Team with Principal.	Sep 12, 2016	Apr 30, 2018	On-Track
<p>✦ Use external partner to develop parent attendance support program</p> <p>Tags: Attendance, Attendance, SEL</p>	AP with Kortny Peagram PHD.	Jul 5, 2016	Aug 29, 2016	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent Plan

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.

The school will provide opportunities to improve parent engagement to support student learning. Vaughn OHS values the contributions and involvement of parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that this school will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home. The various committees including, but not limited to, LSC, PAC, BAC, are currently functioning and operating monthly. In addition, Parent Support and advocacy groups meet as needed. This year, Vaughn OHS will establish a Friends of Vaughn: 501c(3) organization for the purpose of fundraising to support programming, supplies, and services in alignment with our CIWP.

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

The school will hold the annual and organizational meeting date: 9/26/16 at 6 and 6:30 respectively and advertise on the website, robo calls and through flyers sent home. The meetings for the year will be scheduled and placed on the Vaughn School door, website as well as sent home in newsletter.

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.

This will be communicated through newsletters and the aforementioned vehicles. in the State of the School presentation on 9/21/16. Additional opportunities will include, but, not be limited to: Open House, Course Catalog-syllabi, School brochures and marketing plan, IEP meetings. School wide tours, High School investigation days, and participation and representation district high school fairs will be offered to prospective parent, students, and families, Strategic use of robo calls for target subgroups of students will also be implemented. The principal will share related information through email communication as well (for those parents who have access to email).

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 continue to respond to requests through a quarterly Principal Parent Forum held prior to PAC meeting and prior to LSC meetings. The counselor and/or Principal and Assistant Principal will be available at PAC and BAC meetings to address requests of this nature. Topics of concern will be communicated to faculty, parents, students, and other stakeholders via the LSC PAC/BAC reports and faculty meetings and newsletters.

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.

Many students at Vaughn have IEPs indicating the need to replace traditional standardized assessments with alternative assessments. For these students, the performance in each content area and relevant domains will be provided to parents at their child's IEP meeting. Information will also be delivered through the communication folders sent home.

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.

Highly qualified letters will be sent home or emailed per CPS policy.

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.

As in previous years, various speakers and faculty addressing the aforementioned issues will present at PAC meetings. Parent training events related to these issues will provide parents the opportunity to increase their understanding of standards and assessments and how to effectively communicate with the school (i.e. computer training for parent portals).

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.

As in SY2015-16, there will be parental training conducted by various entities such as: Climbing Clouds, Bulldog Solutions, Unique Learning and other external organizations.

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.



The faculty will collaborate closely with PAC, BAC, LSC and other parent groups for the purpose of planning events that involve parents throughout the year including: Transition Fair, Support Groups, Monthly Speakers, IEP meetings and related training, Family Art Night, PUNS Night, Open House, Family - Faculty Dinner, Parent Selected-Trainings and other related events., The faculty will realize the value of parent contributions by: using beginning of the year surveys to poll parents on their priorities and informal conversations during community events. This program will be titled: Parents As Partners program and will be facilitated by: Principal, Art Teachers, Casemanager, Counseling Department, Social Work Department and participated by all faculty.

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.

This does not apply

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.

The school will advertise the meeting dates: on the website, robo calls and through flyers sent home in English and Spanish. The meetings for the year will be scheduled and placed on the Vaughn website as well as sent home in newsletter.

#### 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.)

The team members of Vaughn Occupational High School provide a specialized education for high school students with cognitive, developmental and multiple disabilities. Vaughn's mission is to teach its students individualized, functional academics, emphasizing occupational development and independence. A focus on social and emotional growth is a key part of Vaughn's philosophy. Vaughn is one of a few schools recognized for its excellence in providing integrated programs that include students with non-disabled peers from other schools. Students are also integrated through strong community and business partnerships. Vaughn students are expected to stay a minimum of five years to complete the program. Many of Vaughn's students take advantage of additional services for speech/language, visual impairment, hearing impairment, physical therapy, occupational therapy, and individual/group counseling.

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.

Parent teacher conferences are held at report card pick up twice each year,multiple times during the week for IEP meetings, and as needed and requested by parents and teachers. All students have annual IEP meetings to which family members are invited.

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

The school provides progress reports at report card events, IEP events, and through monthly progress monitoring data. Parents can view their student's student portfolio at any time through request.

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

Staff are available before and after school by appointment and during school if needed. Parents also have access to staff at IEP meetings and other community functions such as curriculum night and open house.

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

Parents have the opportunity to volunteer at multiple events throughout the year. Classroom volunteers occur through parent -teacher collaborative events and requests. Observations are granted

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

Parents are receiving training and information with regard to attendance and social aspects of learning. Vaughn's attendance policy involves intensive communication with parents with incentives for good attendance and consequences for frequently unexcused tardy and absent students.

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

A formal educational plan is developed with parent participation each year. Each student at Vaughn has an IEP. Each parent has the opportunity to discuss individualized learning paths with their child's IEP team.

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).

Our SEL program establishes the need for socially valid behavior. Daily incentives are provided in each classroom and weekly incentives are provided school wide. The student council will begin to assist in the development of student input with regard to high interest curriculum activities. The Principal meets with the student LSC Student Representative to discuss social and academic concerns.

**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.

1. Provide Parent Training in technology: Please note that this vehicle does not allow for decimals/ cents to be entered. The total allocation will be increased from \$897.84 \$898.00 and be reflected in the paper document. All LSC/PAC/CIWP parties are in agreement and the additional .16 will come from another 332 line.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 300 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 224 .00
54125	<b>Consultants</b> 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)	\$ 210 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	<b>Reimbursements</b> 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.	\$ Amount .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00

53306 **Software**  
Must be educational and for parent use only.

\$	Amount	.00
----	--------	-----

---

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

\$	164	.00
----	-----	-----