Southside Occupational Academy High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/05/2018	CIWP Team	Overview
03/08/2018	CIWP Team	SEF Completion
03/15/2018	CIWP Team	SEF Completion
03/22/2018	CIWP Team	Strategy Writing
04/02/2018	CIWP Team	Listening Circle Overview
04/03/2018	All Staff	Listening Circle
04/04/2018	All Staff	Listening Circle
04/05/2018	All Staff	Listening Circle
04/06/2018	All Staff	Listening Circle
04/09/2018	CIWP Team	Listening Circle Feedback
04/13/2018	All Staff	Listening Circle Feedback
04/25/2018	LSC Meeting	CIWP Review and Approval

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

The focus of the school mission is to prepare all students to be as independent as possible within their communities upon graduation. Clear and measurable curricular goals are in place for all classes. A school-wide curriculum aligned to vocational, academic, independent living and social learning areas is being implemented. The school has been expanded to offer students an embedded community experience and teach mobility skills. The staff has aligned assessments to the curriculum in order to measure student progress. Data gathered from formative assessments shape instruction and inform changes to the instructional program. We continue to identify levers for instructional change. The principal has guided the development of a school-wide transition curriculum that is implemented to ensure that all students succeed to their highest ability level. Professional Teams (PPLC, ILT, Department, Culture & Climate Committee, Paraeducator Leadership Council) work together to evaluate students and teacher needs, and build opportunities for growth in content knowledge and leadership. The principal collaborates with the Professional Teams to monitor instructional quality and improve student achievement. The principal promotes the school vision within a student-centered environment by aligning professional and capital resources to create a culture of positive learning. The principal has established policies and procedures which are aligned in a cycle of continuous improvement. The school vision is clear and fosters a well-resourced and collaborative instructional environment, which increases career readiness and educational opportunities for all students at all functioning levels. Teacher leadership opportunities are made available through participation in committees, grant writing, teams and departments. Staff members are encouraged to voice opinions and concerns at department meetings, faculty meetings, or through the administrations' open door policy. Groups of faculty and staff have been engaged in providing whole-school professional development on multiple occasions. The principal needs to continue to work with staff to build shared leadership structures ad opportunities for job embedded leadership training and development. The principal also needs to continue to listen and synthesize what is heard, and learn from all sources.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

> The faculty members on the ILT represent a combination of knowledge and expertise needed to make instructional decisions for the school. The ILT consistently discusses school data in order to make strategic decisions and also reviews district priorities. Each department has an ILT member representative to provide details on the meetings; meeting minutes are also posted on Google drive for full teacher access. There is two-way communication between ILT and individual departments. The Department Teams compile feedback for the ILT and shape meeting agendas. The ILT engages in regular reflection upon its own team processes and effectiveness through peer observations and discussions. The ILT regularly reviews qualitative and quantitative data such as student assessment, communication, effectiveness, and instructional strategies. The ILT leads the school's approach to professional development for the entire staff, teacher teams and coaching. There continues to be inconsistent flow of information from the ILT to all school staff. The ILT needs to enhance the practices of information sharing and explore new methods. We need to continue to strengthen the ILT members' roles and expectations. The ILT needs to continue to vet school initiatives and develop solutions or modifications to practices as necessary. The ILT needs to work proactively to determine the root cause of barriers to instruction. The ILT needs to work with school administration to celebrate small wins and improvements.

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

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**

School administration analyzes professional development needs and plans accordingly. The ILT continually monitors the effectiveness of all professional development (including coaching and teacher/paraeducator collaboration). The ILT provides feedback from the teachers on needs for improving instructional practices and corresponding ideas for professional development. Teachers and staff are polled to provide ideas for training. The administration also sends teachers and staff to external training. Whole group and differentiated professional development is provided throughout the school year. Utilizing peer observations ensures that professional development is ongoing, job-embedded and relevant to teachers. Teachers collaborate up to three times a week during departmental meetings, and during staff institute days to discuss student IEPs and formative assessment data. Utilizing anecdotal information within Student Logger, teacher teams address individual student behavioral and/or learning needs. Teacher teams (ILT, PPLC, Culture and Climate, Department, and Faculty/Staff) share ownership of the development and implementation of the instructional program. The ILT membership includes Department Chairs and members of the PPLC in order to unify the analysis and modification of the instructional program. A mentor is assigned to each new teacher. The new teacher meets with their mentor on a regular basis where quality feedback is provided. A planning log is implemented to set goals and document the new teacher's progress. In addition to mentors, new teachers have the full support of all staff members. Teachers are provided quality feedback through the REACH evaluation tool that supports their individual growth. Department meetings provide an opportunity for peer collaboration. Teachers and staff continue to need to initiate opportunities for professional growth and proactively seek to enhance content knowledge and pedagogical skill. The administration continues to need to allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.

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

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1   2   3   **4**

Students at Southside Occupational Academy (SOA) participate in a modified block schedule with a combination of block and daily classes developed to prioritize breakfast, lunch, and instructional periods. SOA allocates discretionary spending to align with identified needs and strategic priorities. SOA continuously evaluates and identifies the needs of students, the instructional programs, and staff. SOA maintains focus on the use of resources for the student growth necessary for every student to graduate with individual levels of vocational and independent living skills. SOA actively seeks to identify and maintain community and corporate partnerships as well as outside funding to further develop and provide employment and social/cultural opportunities for our students. Current partnerships with SOA include the University of Chicago Medical Center, Mt. Sinai Hospital, Mercy Hospital, McCormick Place, Navy Pier, Aramark, After School Matters, Chicago Blackhawks, Museum of Science and Industry, Field Museum and Chicago Park District. We need to continue to seek out resources for outside funding and community partnerships. SOA is highly qualified and committed to the needs of the students. Hiring is conducted based on student need, staff capacity and scheduling priorities. A comprehensive interview process includes an interview panel (including teachers and paraeducators), protocol for questioning and classroom lesson demonstrations to assess candidate expertise and ability. Departments were formed based common planning time, which has increased team building, via peer mentoring, collaboration, supporting, and coaching each other. Related service providers assist students within the classroom and during community based instruction trips. The administration strives to ensure that the faculty and staff of SOA is highly qualified and committed to the needs of the students. We need to further develop cross-departmental faculty and staff collaboration.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Curriculum:

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

Score

1   2   **3**   4

> Individual curriculum, competencies, and syllabi are developed and used for each course. Formative data is collected weekly using a school wide rubric based on the prompting hierarchy. Data is used to inform instruction and determine individual pace, strengths, needs, reteaching and level of support needed. Standards and competencies are revisited yearly with teacher input to determine if any modifications need to be made to align better with the goal of the class. SEL standards are integrated throughout each class through Universal Competencies and CBI trips expose students to the community and different vocational opportunities, daily living, service and recreational opportunities. Individualized programing (step-up, C3) is based on student mastery of skill, student interest, parent and teacher input. Students are programmed into courses based on their interests and skills.

Guide for Curriculum

- ○ ■ **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - ■ Focus so units can be adequately addressed in the time available.
  - ■ Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- ○ **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - ■ Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- ○ **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - ■ Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- ○ **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - ■ Diverse learners to demonstrate core knowledge and skills.
  - ■ English Learners to develop academic language to demonstrate mastery.
    - ▪ Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - ▪ Understand research and implement programs to develop native language literacy for English learners.
  - ■ Advanced learners to extend core knowledge and skills.
- ○ **Integrate academic and social emotional learning.**
- ○ **Connection to real world, authentic application of learning. For example,**

- Provide opportunities for meaningful project-based learning.
- Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum	

Instructional Materials:

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

Score

1   2   3   **4**

> Technology that has been proven useful for students with special needs is widely available to staff and students and is differentiated based on student class and needs (SMART Board, Boardmaker, Laptops, I Pads, communication devices, etc.). Any and all materials students need to access the curriculum are provided. If rational is given to administration for necessary materials, they are provided in a timely manner. The teachers have been trained on the use of the technology and model effective use within the classroom.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

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

> Instructional goals are linked to Common Core State Standards. There is an evidenced-based curriculum for all classes taught that guides instructional plans. All classroom instruction and materials are age-appropriate and differentiated to students' ability levels. High expectations for student learning and growth is evident in lesson plans and progressed monitored through All In Learning data system. School wide rubric informs instruction and expectations for student growth. Teachers provide numerous opportunities for students to create and showcase authentic work that expands beyond the classroom (Farm Expo, Honey, Eggs, Culinary). Attendance Incentives and the PBIS program encourages students to attend school regularly and to be engaged in activities. Opportunities are given for students to become leaders in the classroom and transition in the school through "Peer Buddy" programs. We need to ensure that all teachers and paraeducators have plans to implement differentiated instruction for every student in every class. Students at the higher and lower end of the spectrum need rigorous tasks to ensure that they are successful.

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

- Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Teaching for Robust Understanding in Mathematics (TRU Math)
✓ Math Practices: What to Look For Observation Tool
✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓ Student Work Protocol (EQuIP)
✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

> Ongoing exploration of educational, vocational, and recreational opportunities are presented to students on an individual basis. Upon entering SOA, the counseling department analyzes each student's records (IEPs, transcripts, etc.) and administers applicable vocational and life skills assessments. Transition plans are developed, individualized, and revisited every year based on student interest, areas of strengths, and post -secondary plans. We involve and support parents with transition planning by meeting on a regular basis and providing necessary information support and resources. Vocational interest inventories are given yearly and used to guide instructional and class schedules. Career readiness assessment, work referrals, job site evaluations, and interest inventories are ongoing. We need to continue to work with parents to understand the options for programs for individual with disabilities after 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, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success

and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.

- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment

  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.
    - Equipping students and families with persistence strategies. (College Persistence Toolkit)
    - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1 2 **3** 4

> Evidence shows that practices around instruction are consistent with most teachers and staff. Data from Reach 2016-17 SY shows 86% of teachers received a proficient or distinguished in Domain 3A Communicating with students. Faculty and staff communicate to students standards based objectives, and sequenced instruction through multi-modal methods of presentation.. Additionally 90% of teachers received a proficient or higher in Domain 3C Engaging student in learning. Using the AMPS model teachers are providing students with multi-tiered systems of support based on their individual needs. Teachers participate in department meetings, peer observations, data meetings and journal reviews. We need to develop strategies to increase questioning and discussion techniques. Scores from REACH reflect that Domain 3B Using Question and Discussion Techniques is an area our teachers received the lowest number of distinguished and highest number of basics. We will continue to progress monitor and use formative data to inform instructional practices. We will focus on designing universal summative assessments to assess student growth.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	CPS SCHOOL EXCELLENCE FRAMEWORK 18

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

School-wide and classroom-based formative assessment data is available to all staff through the All In Learning (AIL) system. The Counseling Department and CTE teachers implement common assessments. All courses are aligned to the SOA Transition Curriculum and the Common Core State Standards. Student performance is assessed though the use of a school-wide rubric which indicates the level of support each student requires on a given task. Teachers and staff have received training and support on the rubric and how to appropriately prompt students. Methods of formative assessment include observation, self-assessment, checklists, career and vocational inventories, and peer assessment. Methods of summative assessment include BOY/EOY checklists, CTE Employability Assessment, the Ansell-Casey Life Skills Assessment, and REACH Performance Tasks. Accommodations and modifications for EL students and students with disabilities are provided in accordance with their IEP. The team will evaluate using the Brigance Transition Skills Inventory to develop a catalog of summative assessments. We will also develop an assessment calendar out identify testing windows and dates. Teachers will be provided with training and support to begin implementing summative assessments.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design and use of accommodations and, where needed, modifications.
    - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
    - Work together on building common assessments within a department, course, or grade level team.
    - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
    - Use common protocols and calibrate on scoring and grading in teacher teams.
    - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
        - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
        - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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**

There is an evidenced-based curriculum for all classes taught at Southside Occupational Academy. Each instructional goal is linked to the Common Core State Standards. All classes have a syllabus that highlights the skills taught during the school year. We ensure all instruction and materials are age-appropriate and differentiated to students' ability levels. Courses are multi-leveled. Small group instruction is provided in each course utilizing teacher and paraprofessional support staff. Data from All in Learning and teacher data meetings allow teachers to adjust instruction based on student needs. In addition to academic Tier 1 supports, our PBIS program and Universal competencies provide students with Tier 1 Social Emotional Learning (SEL) supports. Teachers and staff collaborate with related service providers and the counseling department to develop Tier 2 & 3 interventions. Student Logger and student Behavior Plans allow the teams to track and monitor student behavior data. Teachers and related providers communicate individual interventions with parents in a timely and consistent manner.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Culture for Learning:

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

Score

1   2   3   **4**

Southside Occupational Academy teachers advocate for students by developing IEPS that include supports they require to assist them in achieving their goals. Our school culture of B.L.U.E. (Believe, Learn, Understand, Excel) and our school motto (respect self, other and environment) are displayed and communicated daily. All students have the opportunity to participate in all school events and activities. Cultural events are held for all students (Black History, Cinco de Mayo, etc.). Written communication is available in English and Spanish. Southside has an increased number of staff members who speak Spanish to provide effective communication between school and parents. A Culture and Climate Committee has been created to provide positive behavior interventions and support. Students use self-assessments in class by taking their performance grades in All in Learning as well as their PBIS grade. Southside's faculty and staff continue to work on demonstrating positive behavior and communication. Increase the number of cultural events throughout the school year to include all staff and students diverse backgrounds.

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
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

Teachers, secas, related services staff, students and parents share a high level of mutual trust and respect. The administration has an "open door policy" that sends the message that it is OK to discuss and share concerns, feelings, worries and frustrations. Adults in the building are responsible for "all" students at all times. Southside Occupational Academy strives to provide opportunities for students to build positive relationships and attitudes through the established PBIS universal expectations. Recognition of cultural diversity and mutual respect for individual differences is apparent for all students. Through weekly community based instructional (CBI) trips, all students learn about the Chicago-land community. We need to provide more opportunities for CBI trips to take place within the community (closer to student's homes). We need to continue to build opportunities for staff to work together to build the positive environment at Southside. We need to work on increasing mutual respect & feelings of value between staff members (teacher-teacher, seca-seca, teacher-seca, administration-teacher, and administration-seca).

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested !Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel) Trust in Schools: A Core Resource for School Reform (ASCD) Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

At Southside Occupational Academy we strive to inspire and empower students to take charge of their education and opportunities (class preference sheet). Students have the right to learn realistic skills and benefit from instruction that engages and challenges them. It is important to create opportunities for student voice strategically. Administration and staff facilitate as many opportunities for student participation as possible while providing the structure and modeling necessary for students to have a voice. There is a student representative on the LSC. SOA provides a wide range of extracurricular activities and enrichment opportunities for students. These opportunities enable students to nurture their individual talents and interests, build leadership, increase engagement with the school and develop social skills and interpersonal relationships. We need to maintain a clear focus on increasing opportunities for meaningful student participation (student ambassadors/student counsel/ROTC).

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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.

> Students are welcomed each morning by several staff members. Structured plans are implemented to address individual student needs (behavioral, communication, medical, dietary, hygiene, etc.) upon arrival and throughout the school day. We maintain a safe environment by providing training for all staff in non-violent Crisis Prevention Intervention and having a security officer in the building. Students are exposed to tiered interventions to promote positive behavior and address behavioral concerns. Faculty and staff implement a school wide PBIS system. Visuals are present throughout the school environment to reinforce target behavior. We need to consistently use student logger to effectively communicate and implement responses to negative and positive student behavior. SOA needs to make staff aware of a new student via email with a student photo.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

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

Students are exposed to tiered interventions to promote positive behavior and address behavioral concerns. Faculty and staff implement a school-wide PBIS system. Visuals are present throughout the school environment to reinforce target behaviors. SOA has a protocol defining the responsibilities related to tiered behavioral interventions. We have strategies and methods in place that focuses on positively shaping and changing the behavior (PBIS). We need to consistently use Student Logger to effectively communicate and implement responses to negative and positive student behavior. We need to call parents and inform them of positive behavior and progress.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 3 **4**

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

We have developed a variety of different opportunities and experiences for our parents to be involved in their child's instructional program. The LSC and PAC meet regularly, and consistently throughout the year. The Counseling Department hosts various Parent Workshops and tours to adult service agencies. During each Parent Teacher Conference the Counseling Department invites a variety of different agencies and partners to the Transition Fair. These events include a variety of services and information including; helping students receive Benefit Access Free Ride cards, signing up for PUNS, flu shots, adult service agencies, parent support groups, and Chicago Park District Programs. All events are highly publicized through the school's website, Facebook page, Instragram, Twitter, flyers and monthly school calendar. The Counseling Department also provides parents with additional wrap-around services such as: parent meetings to discuss concerns, home visits and facilitating visits with outside providers. All information is translated for those parents who need it and interpreters are available to translate at all events. Transition teachers are identified as the point contact person for each family. Transition teachers are responsible for: communicating with parents, attendance phone calls, writing the IEP and being present at each IEP meeting, keeping parents informed of weekly Community Based Instruction Trips as well as sending home any information related to the additional services provided by the school.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

CPS SCHOOL EXCELLENCE FRAMEWORK

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus

Score	Framework dimension and category	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	**2**	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	**3**	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	**⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	**4**	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	**⊘**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	**⊘**
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	**1**	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	**⊘**
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	**⊘**
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	**⊘**
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	**⊘**
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	**⊘**
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	**⊘**
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	**⊘**
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	**⊘**
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	**⊘**
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	**⊘**

Goals

Required metrics (Highschool)   16 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
This survey is not used with our students.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
PSAT 9 Annual Growth Measure					
This assessment is not used with our students.	*(Blank)*	*(Blank)*	0.00	0.00	0.00
PSAT 10 Annual Growth Measure					

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00	0.00

SAT Annual Growth Measure

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00	0.00

3 yr Cohort(SAT) Growth Measure (this will be a new metric)

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00	0.00

African-American School Growth Percentile SAT11

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00	0.00

Hispanic School Growth Percentile SAT11

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00	0.00

English Learner School Growth Percentile SAT11

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner School Growth Percentile SAT11

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00	0.00

Percent Meeting College Readiness Benchmarks

This assessment is not used with our students.	(Blank)	(Blank)	0.00	0.00	0.00

Early College and Career Credentials Rate

(Blank)	0.00	0.00	0.00	0.00	0.00

Freshmen On-Track Rate

There are no Freshman currently enrolled at Southside Occupational Academy.	(Blank)	(Blank)	0.00	0.00	0.00

4-Year Cohort Graduation Rate

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

1-Year Dropout Rate

This measure is not valid for our students. Our students are eligible, per Federal law, to stay in school until the day before their 22nd birthday. Due to the restraints of the CPS system, our students have to be "retained" by our counselor each year after their official senior year of high school. Therefore, the data obtained for this metric is not valid for our school.	16.00	17.00	0.00	0.00	0.00

College Enrollment Rate

Currently, our students transition to home, a supportive living center, or independent living. Our students transition to park district programs, volunteer opportunities, and/or employment. Currently, no students enroll in college upon graduation.	2.00	0.00	0.00	0.00	0.00

College Persistence Rate

Currently, our students transition to home, a supportive living center, or independent living. Our students transition to park district programs, volunteer opportunities, and/or employment. Currently, no students enroll in college upon graduation.	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Average Daily Attendance Rate

Our students have disabilities which negatively impacts their ability to attend school. Our attendance goals have been set at 92%. However, past trends have indicated that this level of attendance is unattainable for our students.	92.00	92.00	92.00	92.00	92.00

Custom metrics

6 of 6 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
DRS packets submitted for certification					
A portion of our students qualify for certification by the Department of Rehabilitative Services. We screen the students and then work with the parents to complete application packets to DRS.	31.00	60.00	35.00	65.00	65.00
Students registered for Marriott Bridges to Work Program					
This is a program for students to receive on-the-job coaching. This service persists after graduation.	10.00	9.00	8.00	12.00	15.00
Students participating in One Summer Chicago program					
Our students participate in OSC programs in multiple vocational sites	22.00	30.00	30.00	45.00	50.00
Students registered through PUNS					
This is a state-level database that provides funding for individuals with disabilities.	189.00	189.00	200.00	200.00	200.00
Students who are travel trained					
This service is provided as needed by ODLSS	15.00	22.00	20.00	30.00	35.00
Students who have a Benefit Access card					
This service allows students to ride any public transportation service for free	32.00	32.00	50.00	60.00	70.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we provide families and students with information/resources about post secondary options	an increase in students/families exploring certifications, community-based programs, park district programs, and adult agencies	an increase in student involvement in community and/or vocational programs following graduation

Tags:
21st century skills, Academic supports, Community partnerships, Adaptive learning, Post-secondary

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Compile and implement system of using resource folders of community, vocational, and adult agency options with corresponding timelines and checklists for each student and their family.	Counselor, case manager, Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

21st century skills, Academic supports, Community partnerships, Adaptive learning, Post-secondary

Action step	Responsible	Timeframe	Status
Identify staff who are trainers or who are willing to obtain training certification for OSHA, food handling, and other relevant career based credentials to then assist students/families in obtaining corresponding certifications.	Teachers, SECAs, Administration	Jul 1, 2018 to Jun 30, 2020	Not started

21st century skills, Academic supports, Community partnerships, Adaptive learning, Post-secondary

Strategy 2

If we do...	...then we see...	...which leads to...
Create and implement a Competency Based Learning system	Increased teacher and SECA collaboration and students taking ownership of education and mastery of skills	Measurable IEPs and transition plans; Increased awareness of students' levels of mastery.

Tags:
Assessment, Personalized Learning, Post secondary, Competency based learning

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Write academic and adaptive competencies, performance indicators, and learning targets	ILT, Administration, Teacher Teams	Jul 1, 2018 to Jan 31, 2019	Not started

Assessment, Personalized Learning, Post-secondary, Competency based learning

Action step	Responsible	Timeframe	Status
Provide professional learning opportunities focused on the implementation of Competency Based Learning	ILT, Administration, Teacher Teams, SECAs	Jul 1, 2018 to Jun 30, 2020	Not started

Assessment, Personalized Learning, Post-secondary, Competency based learning

Action step	Responsible	Timeframe	Status
Implement a Competency Based Learning instructional plan with all students	ILT, Administration, Teacher Teams, SECAs	Feb 1, 2019 to Jun 30, 2020	Not started

Assessment, Personalized Learning, Post-secondary, Competency based learning

Strategy 3

If we do...	...then we see...	...which leads to...
Develop a system of support to foster a trusting environment of equity, consistent expectations, professional standards and self/peer accountability	a positive work enviornment	all staff collaborating on behalf of the students.

Tags:
Social emotional, 21st century skills, Relational trust, Professionalism

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status

| Provide professional development to all staff in the areas of interpersonal skills, team building, conflict resolution and promoting positive relationships and communication in the workplace | ILT, SECAs, PALC, Administration, Teacher Teams, External Partners | Jul 1, 2018 to Jun 30, 2020 | Not started |

Social emotional, 21st century skills, Relational trust, Professionalism

| Provide an ongoing forum and/or survey for all staff to give feedback, share issues and concerns within the school. | ILT, Administration, PALC, Teacher Teams, SECAs | Jul 1, 2018 to Jun 30, 2020 | Not started |

21st century skills, Relational trust, Social emotional learning, Professionalism

| Create and implement structure for SECAs and teachers to engage in shared collaboration time during the school day once per month. | ILT, Administration, PALC, Teacher Teams | Jul 1, 2018 to Jun 30, 2020 | Not started |

Collaboration, Relational trust, Professionalism

| Create and implement a hiring committee comprised of SECAs and teachers for all open school positions. Teachers and SECAs will vett potential staff and recommend new hires to administration. | Administration, All Staff | Jul 1, 2018 to Jun 30, 2020 | Not started |

Relational trust, Recruitment, Staffing, Team work

Strategy 4

If we do...	...then we see...	...which leads to...
Develop a balanced system of summative and formative assessments for classroom instruction, Competency Based Learning and transition skills	Actionable data to analyze, evaluate and inform instruction as it relates to work-readiness, community preparedness, and independent living skills	Increased student growth, engagement and capacity to inform programmatic needs.

Tags:
Assessment, Post-secondary, Competency based learning

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Develop and implement a comprehensive assessment calendar, which reflects ongoing formative assessments and end of semester summative assessments.	ILT, Teacher Teams, Administration	Jul 1, 2018 to Jun 30, 2020	Not started

Assessment, Post-secondary, Competency based learning

| Develop and implement grading policy for formative and summative assessments to support school-wide assessment calendar. | ILT, Teacher Teams, Administration | Jul 1, 2018 to Jun 30, 2020 | Not started |

Assessment, Grading, Post-secondary, Competency based learning

| Engage in ongoing process to review the quality of formative and summative assessments to ensure they meet expectations and standards of curriculum | ILT, Teacher Teams, Administration | Jul 1, 2018 to Jun 30, 2020 | Not started |

Assessment, Grading, Collaboration, Competency based learning

| Provide professional development to all staff on utilizing formative and summative assessment results, and inter-rater reliability | Administration, All Staff, ILT, PALC, Teacher Teams | Jul 1, 2018 to Jun 30, 2020 | Not started |

Assessment, Professional development, Collaboration

Action Plan

Strategy 1

NOT STARTED

Compile and implement system of using resource folders of community, vocational, and adult agency options with corresponding timelines and checklists for each student and their family."

Jul 01, 2018 to Jun 30, 2020 - Counselor, case manager, Teachers

Status history

Apr 24

NOT STARTED   Apr 24, 2018
Evidence
Resource Folders

NOT STARTED

Identify staff who are trainers or who are willing to obtain training certification for OSHA, food handling, and other relevant career based credentials to then assist students/families in obtaining corresponding certifications."

Jul 01, 2018 to Jun 30, 2020 - Teachers, SECAs, Administration

Status history

Apr 24

NOT STARTED
Apr 24, 2018
Evidence
Increased number of staff who are trainers for career based credentials & increased number of students who graduate with career based credentials

Strategy 2

NOT STARTED   Write academic and adaptive competencies, performance indicators, and learning targets"

Jul 01, 2018 to Jan 31, 2019 - ILT, Administration, Teacher Teams

Status history

Apr 24

NOT STARTED   Apr 24, 2018
Evidence
Completed list of academic and adaptive competencies, performance indicators, and learning targets

NOT STARTED   Provide professional learning opportunities focused on the implementation of Competency Based Learning"

Jul 01, 2018 to Jun 30, 2020 - ILT, Administration, Teacher Teams, SECAs

Status history

Apr 24

NOT STARTED | Apr 24, 2018
Evidence
Agendas from professional development focussed on CBL

NOT STARTED | Implement a Competency Based Learning instructional plan with all students"

Feb 01, 2019 to Jun 30, 2020 - ILT, Administration, Teacher Teams, SECAs

Status history

Apr 24

NOT STARTED | Apr 24, 2018
Evidence
Teacher and SECA feedback

Strategy 3

NOT STARTED

Provide professional development to all staff in the areas of interpersonal skills, team building, conflict resolution and promoting positive relationships and communication in the workplace"

Jul 01, 2018 to Jun 30, 2020 - ILT, SECAs, PALC, Administration, Teacher Teams, External Partners

Status history

Apr 24

NOT STARTED | Apr 24, 2018
Evidence
Agendas from professional development

NOT STARTED | Provide an ongoing forum and/or survey for all staff to give feedback, share issues and concerns within the school."

Jul 01, 2018 to Jun 30, 2020 - ILT, Administration, PALC, Teacher Teams, SECAs

Status history

Apr 24

NOT STARTED | Apr 24, 2018
Evidence
Creation of forum and/or survey

NOT STARTED | Create and implement structure for SECAs and teachers to engage in shared collaboration time during the school day once per month."

Jul 01, 2018 to Jun 30, 2020 - ILT, Administration, PALC, Teacher Teams

Status history

Apr 24

NOT STARTED | Apr 24, 2018
Evidence
Collaboration logs

NOT STARTED

Create and implement a hiring committee comprised of SECAs and teachers for all open school positions. Teachers and SECAs will vett potential staff and recommend new hires to administration."

Jul 01, 2018 to Jun 30, 2020 - Administration, All Staff

Status history

Apr 24

NOT STARTED   Apr 24, 2018
                Evidence
                Hiring Records

Strategy 4

NOT STARTED

Develop and implement a comprehensive assessment calendar, which reflects ongoing formative assessments and end of semester summative assessments."

Jul 01, 2018 to Jun 30, 2020 - ILT, Teacher Teams, Administration

Status history

Apr 24

NOT STARTED   Apr 24, 2018
                Evidence
                Assessment calendar, student assessment results

NOT STARTED   Develop and implement grading policy for formative and summative assessments to support school-wide assessment calendar."

                Jul 01, 2018 to Jun 30, 2020 - ILT, Teacher Teams, Administration

                ## Status history

                Apr 24

                NOT STARTED   Apr 24, 2018
                                Evidence
                                Grading policy, records of formative and summative assessments

NOT STARTED

Engage in ongoing process to review the quality of formative and summative assessments to ensure they meet expectations and standards of curriculum"

Jul 01, 2018 to Jun 30, 2020 - ILT, Teacher Teams, Administration

Status history

Apr 24

NOT STARTED   Apr 24, 2018
                Evidence
                Collaboration logs

NOT STARTED   Provide professional development to all staff on utilizing formative and summative assessment results, and inter-rater reliability"

                Jul 01, 2018 to Jun 30, 2020 - Administration, All Staff, ILT, PALC, Teacher Teams

                ## Status history

                Apr 24

                NOT STARTED   Apr 24, 2018
                                Evidence
                                Professional Development Agendas

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.
>
> In a schoolwide program all students are Title I students. Therefore, all appropriate parent involvement activities can be funded by Title I. Targeted assistance schools can only use Title I funds to support parent involvement activities for the parents of students selected (targeted) for Title I assistance. *Fundable parent involvement activities are those that "improve student academic achievement and school performance".

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

The Title I Annual meeting will be held in September of 2018 and 2019. The Title I Organizational Meeting will be held in October of 2018 and 2019. The goal of the meetings is to bring parents together to determine areas of focus for the 2018-19 and 2019-20 school years. Parents will be provided with a schedule of meeting times that the Parent Advisory Council (PAC) will gather to discuss, review, and revise the parental involvement plan and policy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Policy Implementation Activities

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

☑

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

programs.

☑

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

☑

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

n/a

School-Parent Compact   Complete

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

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

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

Orientation - August 2018 & 2019
June-July Open House - June and July 2018 & 2019
September Open House - 2018 & 2019
November Report Card Pick Up - 2018 & 2019
April Report Card Pick Up - 2018 & 2019
Individual Education Plan (IEP) meetings throughout the year

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

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

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

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

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

Southside has an open door policy where parents are welcome to volunteer, observe or participate in their children's classes with administrative and teacher approval.

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

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

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

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

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

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

Parent Budget   Complete

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

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

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1259 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 419 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510	**Postage** Must be used for parent and family engagement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00

| 55005 | **Furniture and Equipment** | $ Amount | .00 |
| | 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. | | |