2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/02/2018	Noel McNally and Stephanie Anderson	Planning Schedules
02/08/2018	All Teachers	SEF Analysis
02/15/2018	All Teachers	SEF Development and Scoring
01/10/2018	Noel McNally, Sara Manseau and Stephanie Anderson	Scheduling and SEF analysis
02/15/2018	All Parents	Complete Parent Plan and Compact
02/22/2018	SEL Team	emailed artifcats and next steps for SEF completion
02/28/2018	Stephanie Anderson & Noel McNally	Evaluated Status of SEL action steps and current planning
02/26/2018	Stephanie Anderson and Rose McDunnough	Planning for SEL initiative in 2018-19
02/13/2018	Manny Ramos with LSC	Presented and Delivered Vision Statement to LSC and Community
03/15/2018	Stephanie Anderson and Noel McNally	Discuss next stepts for teacher teams
04/05/2018	ILT Strategy Revisions	Edit CIWP for SMART
04/12/2018	All Content Area Team members and Ms. Hopp-parent	review and add content differentiation steps

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**

LSC-Network-Faculty-Community approved Vision:

Vaughn Occupational High School Vision

Vaughn graduates are productive participants in their community. Vaughn graduates advocate for a better life and function at the highest possible level of independence.

Mission is being developed: (Draft) Vaughn Faculty and CPS support departments will provide academic, occupational, transition,social, and athletic opportunities and equal access to services and external institutions through: differentiated instruction and service provision, access to external post secondary agencies (i.e. Have Dreams, SEARCH Ins., Access Living , CAU etc.) for every student)

Principal has used CIWP facilitate the development of: student portfolios, custom metrics (Performance Assessments) with the strategies that identify Transition Opportunities,EE/CCSS, Differentiation and UDL as a multi lens through which professional learning should occur. The artifact of student portfolios has been developed and implemented through commitment or compliance as demonstrated by 100% of faculty completing at least one performance assessment per quarter. The ILT has engaged in an initial learning cycle (Cycle of Continuous Improvement) and has used data and research to provide professional learning to the entire faculty. Currently, the second cycle of Differentiation has been implemented with content differentiation being the initial focus. The PPLC has developed a vehicle for the digital archiving of performance assessments. There is a schoolwide focus on SEL development as made evident by weekly reward and daily reinforcement through SEL tickets, teacher team created data collection system, and external SEL partner participation. Multi-disciplinary Convergence Meetings are held for target students to promote positive behavior and socially valid interactions with purpose of developing, implementing, and evaluating individual student plans. Content area teams are providing analysis and ideas for goal development in the CIWP planning process.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

1 2 3 **4**

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.

The ILT and PPLC has recently been re-established and in it's third year of reengagement. They have used the rubric to self assess their status. The data harvest that identified Speaking and Listening as a common focus for Cycles of Continuous Improvement has been archived and referred to for individual and content area team capacity building. Priority steps were identified through surveys of the faculty. Currently, the ILT has finished the initial cycle of continuous improvement a priority aspect of S.L. Anchor Standards 1 & 2 and the data has been used to drive instruction and develop maintenance rituals. The ILT is now engaged in the second learning cycle (Cycle of Continuous Improvement) and has used data and research to provide professional learning to the entire faculty with regard to content differentiation through the lens of C.A. Tomlinson as anchor/mentor research and CAT specific research to address specific disciplines and domains.. Professional readings are identified and analyzed with the entire faculty and content area teams for the purpose of establishing new learning and teaching rituals. The PPLC has developed and trained staff in the school wide implementation of digital archival of performance assessments for each unit. This is a unique tool and process in the district.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

1 2 3 **4**

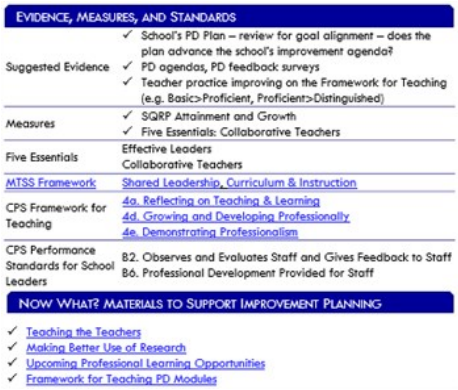
Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Professional Learning is conducted by: Administration, ILT, PPLC, Bi Lingual Coordinator, CAT PLCs, external partners (i.e. Aspire, Have Dreams, ABHST, Advocate Medical) and individual teachers. Student Data, REACH data, Teacher requests, district initiatives, and parent input is used to select appropriate and relevant learning vehicles and events. Vaughn OHS also operates through the lens of Cycles of Continuous Improvement, Powerful Practices related to TIAs, and Data Driven -high impact levers for school improvement. All professional learning events are embedded in extant research revealing best practices. We are still engaged in the implementation and evaluation of: 1. Performance Assessments and Understanding by Design as related to student portfolios/balanced assessment component 2. Instructional Powerful Practice TIA of Speaking and Listening with a focus on CCSS Anchor Standards S.L. 1 & 2. 3. Addressing differentiated requirements for all students;but specifically addressing students diagnosed with Autism Spectrum Disorder (ASD) is a priority focus. A request for interested teachers to engage in training related to ASD was initiated 2nd quarter. Currently, 8 teachers have engaged in ASD training from various sources. 93% of the teachers will receive intensive TEACCH Training in April. Safe practice is extended beyond the scope and sequence identified in the "Lasting Impressions" professional/Mentor text. Parents receive training at BAC and PAC events including, but not limited to: Social Security, PUNS, Technology, Guardianship, and SEL. At least three teachers have engaged in teacher initiated professional learning each month. There have been four events of whole faculty professional learning provided by various departments at CPS. An external SEL partner has provided training for paraprofessionals. Staff members participate in informal professional learning with colleagues that include: lesson planning, assessment development, effective teaching strategies, and classroom management. Google Drive is a vehicle used to share professional learning documents. It should also be noted that two of our teachers are framework specialists and have designed district wide learning with regard to person centered planning and IEP progress monitoring.

Guide for Professional Learning

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

Evidence, Measures, and Standards



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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

Score

1 2 3 **4**

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.

In addition to progressive PLC structures. The Leadership Team engaged the following rituals to promote a motivated and supported faculty. All resources are intentionally and strategically aligned with CIWP priorities through the lens of researched best practices and leadership-educator experiences.

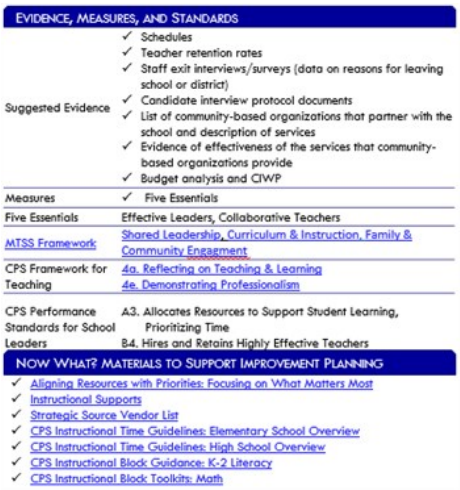
2 hours of extended day pay for each teacher for planning with SECA/TA. This was used for IEP or any CIWP related functions
We will continue to provide extra substitute teachers for extra preparation periods for teachers. So far, each teacher has received two extra preparation periods. The goal is to provide 400 extra preparation minutes before the end of the second quarter to all teachers . The purpose is to provide extra time in honor of a collective growth mindset and continuation with our Powerful Practice of school wide Speaking and Listening rituals.
Teachers and paraprofessionals will have the opportunity to meet during 3rd quarter for 2 paid planning sessions in the afternoon from 2:30-3:30. The purpose for this event is to provide opportunities for teachers to communicate best practices in collaboration with their classroom SECAs/TAs. See me personally if interested.
$1000 for apps/software - supplies will be provided to each teacher. The purpose of this opportunity is to recognize the diverse range of abilities and provide blended learning experiences to increase student engagement and reduce teacher workload.
400 minutes of Principal Directed Preparation time during the second semester was released for intra team planning.

Teacher input via Survey and PLCs will be used to identify next steps with regard to professional learning and SEL practices.
The procedure for archiving PAs will be reviewed by a teacher committee and adjustments will be made based on their recommendations.
Miranda, Stephanie, and I will continue to provide the support with para justification.
Stephanie, Miranda , and I are available for coaching with regard to IEPs, PAs, and thinking about differentiation.
99.9% of teacher requested purchases honored - school account for brain pop not ordered due to non use. Single teacher orders honored.
Funded planning with SECAs/TAs after school
Reduced workload for new teachers

Guide for Aligned Resources

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

Evidence, Measures, and Standards



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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Aligning Resources with Priorities: Focusing on What Matters Most
✓ Instructional Supports
✓ Strategic Source Vendor List
✓ CPS Instructional Time Guidelines: Elementary School Overview
✓ CPS Instructional Time Guidelines: High School Overview
✓ CPS Instructional Block Guidance: K-2 Literacy
✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

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

All faculty have a research-standards based curriculum in the implementation phase and are working towards differentiating lessons to fully integrate our academic and social emotional learning for all students. We have increased our capacity for the High School academic aspect through the development and implementation of the Wilson Reading Program (here : teachers and SECAs have been trained with the program and there is one class being conducted at this time. We are requesting that the Network convince ODLSS of the efficacy and quality of the HS aspect of VOHS. Our ILT and PPLC have improved the quality of our Transition Program by accessing NACT and U of O - Zarrow Center for the development of researched based lesson plans that align with Vocational and LCCE standards. Currently, the curriculum accesses external partners including;but, not limited to: Access Living , CAU, Have Dreams, SEARCH Inc., HMS Host, Wilbur Wright Jr. College (Here curriculum is designed using industry training manuals and general soft skills. VOHS will meet with the CPS Chief of Operations and Aramark Executives for the purpose of developing a training program for students to access CPS jobs with Aramark. VOHS is requesting Network support to reveal the high quality of the Transition Program.

VOHS uses performance assessments that are outlined for each unit and class to determine students level of understanding which then is used to adjust our teaching strategies for our students. All teachers are working on creating levels of differentiation of their curriculum in unit plans. These unit plans and differentiation are examined during case study activities in content area teams. Social thinking curriculum and zones of regulation are being implemented in classrooms throughout the school. There is a social emotional learning team to help evaluate and implement this learning. Students engage in learning outside of the classroom during community based instruction which helps them generalize the skills they learn in the classroom to other environments. The curriculum has a life skills component which makes it authentic. Teams are increasing levels of differentiation and making necessary modifications as needed. Curriculum is analyzed at ILT and CAT meetings as well as Principal and Assistant Principal PQS reflections. The curriculum for our Occupational Related and Transition course use: Hawthorne, LCCE, and Industry related vocational skills task analysis and descriptions and standards.
Vaughn OHS uses Understanding by Design as a vehicle to structure the scope and sequence of each course. Additionally, we will use the Universal Design for Learning and Carol Ann Tomlinson's model for differentiation. Performance Assessments are due at the beginning of each quarter (see newsletter/memo for exact dates). This year, units will be due upon completion and/or request by the principal. We will focus on MTSS (Multi-Tiered Systems of Support - glossary attached) tiered differentiation in each class. All students must have content delivered in manners and context appropriate to their disability and level of performance. If you are not familiar with any aspect of the following research based systems and strategies, please see me immediately and conduct some initial research. Understanding by Design: I have attached a snapshot to refresh your memory or get you started UbD is a way of thinking purposefully about curricular planning and school reform. It offers a 3-stage design process, a set of helpful design tools, and design standards -- not a rigid program or prescriptive recipe. 2. The primary goal of UbD is student understanding: the ability to make meaning of "big ideas" and transfer their learning. 3. UbD "unpacks" and transforms Content Standards into the relevant Stage 1 elements and appropriate assessments in Stage 2. 4. Understanding is revealed when students autonomously transfer their learning through authentic performance. Six facets of understanding – the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess – serve as indicators of understanding. 5. Teachers are coaches of understanding, not mere purveyors of content or activity. They design for and support "meaning making" and "transfer" by the learner; and adjust to achieve intended results. 6. Planning is best done"backward" from the desired results and the transfer tasks that embody the goals. The 3 Stages (Desired Results, Evidence, and Learning Plan) must align for the unit to

be most effective. 7. Regular reviews of curriculum against design standards enhance curricular quality and effectiveness. 8. UbD reflects a “continuous improvement” approach. (Wiggins, 2009.)
Universal Design for Learning:
Stage 3 of UbD Principle I: Provide Multiple Means of Representation (the “what” of learning) I. Provide Multiple Means of Representation Perception Language, Expressions, and Symbols-Comprehension Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential. Principle II: Provide Multiple Means of Action and Expression (the “how” of learning) II. Provide Multiple Means of Action and Expression Physical Action Expression and communication-Executive function Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential. Principle III: Provide Multiple Means of Engagement (the “why” of learning) III. Provide Multiple Means of Engagement Recruiting interest sustaining effort and persistence- Self-regulation Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential. The pedagogical, neuroscientific, and practical underpinnings of UDL are also discussed at greater length in books such as Teaching Every Student in the Digital Age by Rose & Meyer (ASCD, 2002), The Universally Designed Classroom (Rose, Meyer, & Hitchcock, Eds.; Harvard Education Press, 2005), and A Practical Reader in Universal Design for Learning (Rose & Meyer, Eds.; Harvard Education Press, 2006). Excerpt from (udlcenter.org, 2016.)
Differentiation: All students must be engaged in every class Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Learning Centers: Differentiated work to support formative assessments and UbD stage 3 of units and IEP goals Centers are different from stations in that centers are distinct while stations work in concert with each other. A learning center is a classroom area that contains a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept. An interest center is designed to motivate student’s exploration of topics in which they have a particular interest. In general, centers should: Focus on important learning goals that contain materials to promote individual students’ growth towards those goals Use materials and activities addressing a wide range of reading levels, learning profiles, and student interests Include activities that vary from simple to complex, concrete to abstract, structured to one activities with experiential learning.

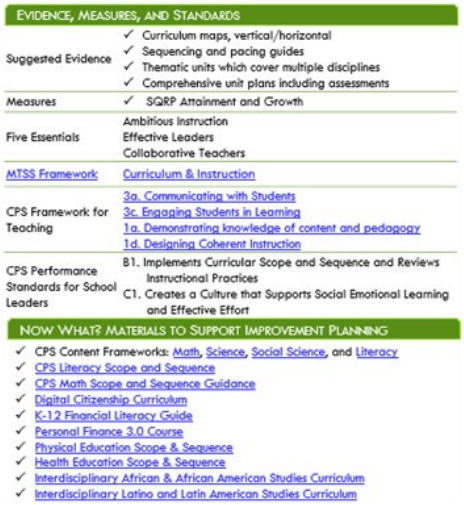
It shall also be noted that two of our educators are Framework Specialists and have designed and implemented district wide tools and training with regard to: Person Centered Planning and IEP progress monitoring.

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**

VOHS uses differentiated instructional materials in classroom, in school based work experiences, in PAES lab, in community internships, and community based learning. We use a wide variety of learning materials including manipulatives, technology, and hands on experiences.Students have access to various types of technology and differentiated programs that meet their needs (IXL, Xtra math, Think Through Math, Reading A to Z , Unique Learning and Board Maker are used). Students are also given visuals and manipulatives as needed to support instruction. Videos, Pictures, Diagrams and print are all considered text at VOHS.

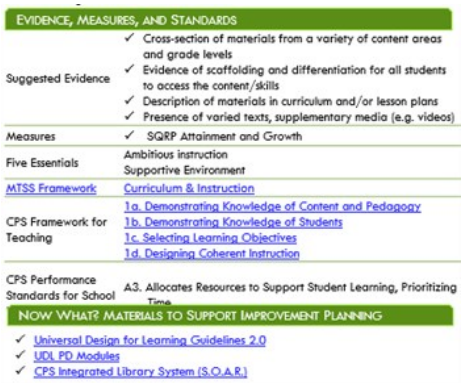
Guide for Instructional Materials

Instructional materials (including technology) are…..

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

- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

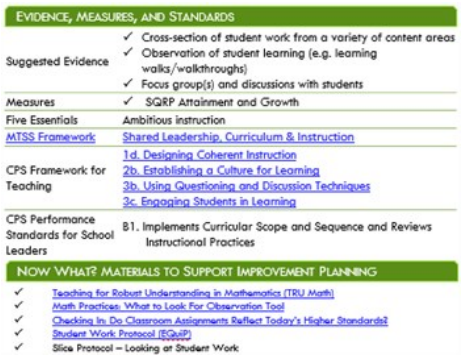
1 2 **3** 4

This year, Content Area Teams meet to examine student work in case study teams. Teams were provided a template with which to analyze students via balances assessment vehicles. Teachers meet together as a whole and with assistants to examine their performance tasks. Evidence of Rigor can also be found in the implementation and analysis of project-based learning, such as :experiments, presentations, School and Community Vocational tasks, student to student interviews, recordings of presentations, and paper-based researched projects when appropriate. Speaking and listening skills are taught, applied, and assessed in each task that students must perform (CCSS/EE S.L. A.1.).

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)

Score

1 2 **3** 4

Vaughn Occupational High School's transition program focuses on preparing students to be ready for the transition to adulthood through targeting and teaching key adaptive behavior skills in the areas of occupational skills, life skills, recreation skills, travel skills, and social/emotional skills. The work done both in and out of the classroom is also supported through our counseling department through the use of transition plans and connections with transition agencies.
In the area of occupational skills, Vaughn provides classes and opportunities to volunteer and work in job internships both inside and outside of the school. These opportunities begin freshman year with occupational preparation and community based instruction (CBI) courses and increase as the students progress through the grade levels. To identify students' strengths, skills, and needs in the area of transition, teachers use a variety of assessments including Performance Assessments, CBMs, Brigance Transition Skills Inventory, LCCE, and PAES lab. They use this data to teach key skills in the classroom in occupational preparation and CORE and VIP programs. This information, especially the vocational profiles created through the use of the PAES lab, helps teachers match students to job and volunteering opportunities. In school job opportunities include working in the school's cafe as a barista, with the school's store, doing maintenance jobs, working in the school office, helping peers in classrooms, working with tech inventory, etc. Out of school internships occur with CBI groups, and/or during occupational preparation courses where students work in groups or individually. Current business partners include HMS Host at Ohare Airport, Instacart at Whole Foods, Go Bananas, Josies Frozen Yogurt, Walgreens, etc. Our culinary department provides critical job skills and experiences including catering both in school and in the community. Students also have the opportunity to get their TAP food handlers license, a key certification that makes them stand out among their peers. Our VIP program. on our second campus at ICRE, gives the opportunity for students to learn specific job skills in areas such as screen printing presses, culinary arts, and digital embroidery. Students in our CORE program engage in out of school work internships and also participate in classes at our third campus in Wright College.

Vaughn's transition program not only prepares students for the world of work, but helps empower them to be as independent as possible. Through classes such as senior seminar, culinary arts, and CBI students learn and practice key life skills such as shopping, laundry, home maintenance, etc. Our CORE program focuses on teaching key independent living skills throughout the day both in and outside of the classroom. Although many might not think of recreation skills as a skill students need to be taught, research shows that people with intellectual disabilities and autism need to have access to and to be taught how to participate in a variety of recreation activities. Our CORE program has a partnership with our local YMCA for students for students to work out at their facility weekly. We have partnerships with Community In Schools partners such as Design Dance to expose students to unique recreation opportunities. Vaughn also participates in multiple Special Olympics sports throughout the school year, which engage students in recreation activities that last long after students graduate.
The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial post secondary 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 post secondary 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)
In school ,there are school based internships and PAES lab. Outside of school we have partnerships with businesses for paid and unpaid internships, a dual enrollment program with Wright College, and partnerships with groups such as After School Matters. In school, our occ prep program has a focus on preparing students to be career ready in all classes. Students all have individual transition plan with goals and evidence. There are partners that address Disability Cohorts that cannot access specific , more independent opportunities (i.e. Access Living) due to the severity of their disability. These partners include;but, are not limited to: Have Dreams, SEARCh Inc., Able, and Gigi's Playhouse.

A growth area is the support needed from ODLSS to include;but , not be limited to: understanding the efficacy of grade 9 through transition program for some students as indicated in the IEP, Vendors to supplement vocational efforts (similar to approved SEL, recess, Arts, and other vendor types).

Guide for Transitions, College & Career Access & Persistence

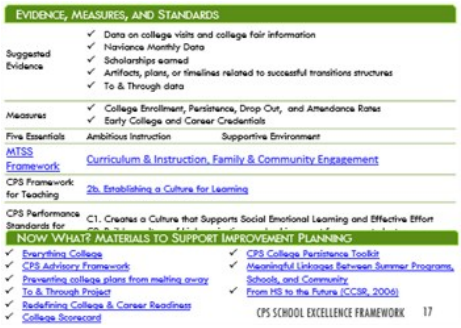
- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – 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

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

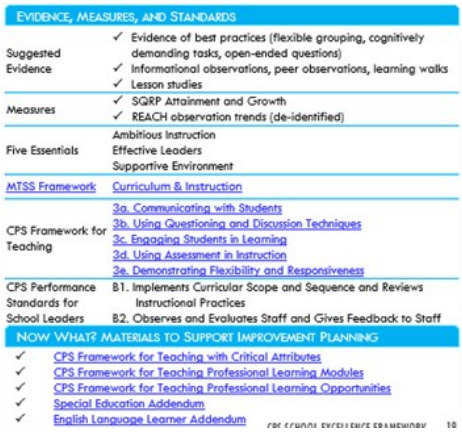
All teachers use multi modalities to adapt to student needs. Teachers use formative and summative assessments to monitor the effectiveness of their teaching. Differentiation is at the center of all courses based on IEP goals and learner profiles. The school wide speaking and listening powerful practice promotes questioning and student thinking in all areas. There is a wide range of abilities in each classroom and teachers differentiate their instruction to meet individual needs. When given job opportunities both inside and outside of the school, the supports that these students receive helps turn them into self-directed learners. Most of the teachers have multiple approaches to shift from one strategy to another depending on the student needs. Most of the text dependent questions probe student thinking are are aligned with Fischer & Frey's CLOSE Reading construct. Most of the teachers address needs of self-directed learners through differentiation which is our current powerful practice. Promoting self-directed learning is seen as a growth area.

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

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

Teams and clinical staff continuously seek an effective assessment for all students in all domains in CAT meetings, ILT meetings, and IEP meetings. There are criterion and norm referenced assessments that are conducted annually as part of the students IEP review. The new grading system has reduced invalid grades with the elimination of zero grades for missing assignments per Harvard University research. Performance Assessment data is reviewed by multiple teams and all teachers individually. Currently, CCSS/EE aligned assessments integrated with Speaking and Listening standards are available for all students throughout the content areas.

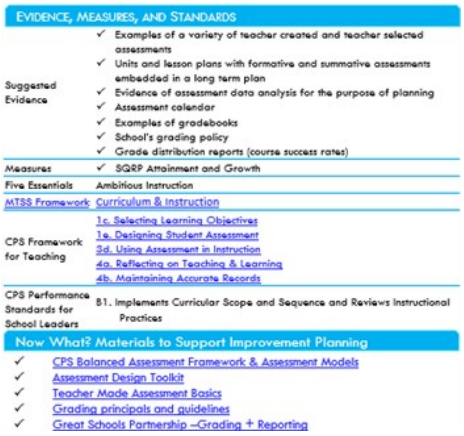
Guide for Balanced Assessment & Grading

- **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

• Tier 3: Educators provide deep & intense supports based on individual and small group needs : Examples: IEP Goal facilitation most of the class period, high frequency prompt and prompt fading, discrete trial, chaining , shaping, BIP facilitation, address CCSS S.L. 1 and other standards for non readers that are non verbal, redefine and explore emerging criteria on Performance Assessments, Integrated RSP Services
• Tier 2: Educators provide additional, targeted academic and behavioral supports where needed IEP Goal facilitation some of the class period, limited prompts and prompt fading, Activities related to Performance Assessments and IEP goals, BIP facilitation, SEL self regulation SOAR activities (101 Ways to Teach Social Skills - adapted), Intergrated RSP Services
• Tier 1: Educators provide universal Instruction in the core curriculum to all students to all students: Examples: Activities related to performance assessments and IEP goals, SOAR SEL Activities, self directed academic and social activities (independent study), RSP as consulants and co teachers
School-wide initiative with regard to the development and implementation tools exist to assist students with self regulation and expression of emotions to the best of their abilities. SEL Tiered interventions consist of: use of Zones of Regulation to support SEL instruction. Calm Classroom is used to begin classes and . Rooms have sensory-calming areas as needed to provide deescalation and self regulatory opportunities.. Students are given breaks as needed and offered tools, such as drawing, walking, or listening to music if needed in addition to vestibular regulation tools and sensory integration.
Vaughn has a consistently high on track rate;but, strives to work on increasing attendance for at risk students suffering from co morbid SMI or medical conditons.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 **3** 4

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.

Student engagement is high as is interest in most activities as revealed by REACH data , student surveys and assessments, 5 Essential metric and PQS unofficial observations. Student's work is individualized to meet their academic needs and work with their strengths. Teachers assess student primary reinforcement preferences (high frequency behaviors and/or tanglibles) and use to promote and increase positive behaviors. Staff work hard to help each student and are extremely invested in their students. The school prides itself on giving individual attention to each student as needed.

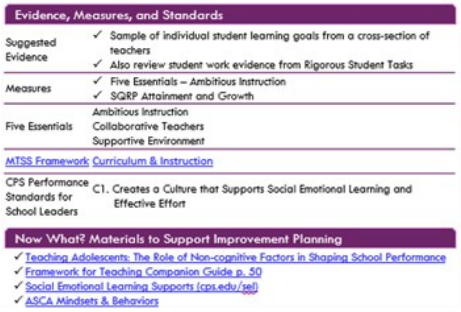
Guide for Culture for Learning

- **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:

Score

1 2 **3** 4

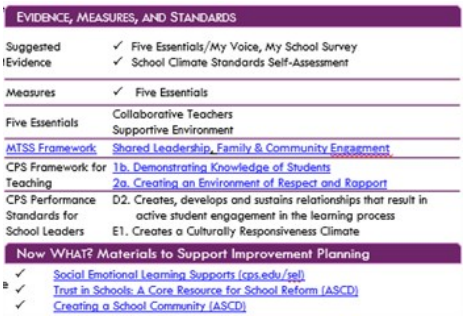
The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly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

Student and staff interaction is both frequent and rich. Extracurricular activities are highly encouraged and supported. Staff and student interactions are positive, frequent and promote trusting relationships. Staff understand students needs and provide support for student disabilities and skill building. Generally staff, students and families all interact with a high level of civility and student centered collaboration is evident. Metrics reveal this a a strength.

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 Engagment
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:

Score

1 2 3 **4**

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.

The curriculum has a wide variety of opportunities and content. Student participation is at a very high level. Students participate in community based instruction activities each week. Students engage in service learning activities such as food pantry volunteering, nursing home volunteering, and various other projects. Vaughn offers After School Matters programs in Art and Park District Counselor training. The school has band, choir and art performances as well as culinary arts activities outside of the school day. Vaughn hosts a Special Olympics program in which ajbout 50% of students participate in. Each year a small group takes and educational trip to Washington D.C.each year. Agencies such as Access Living and JVS support students in vocational training within the school setting.

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 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes 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.

Score

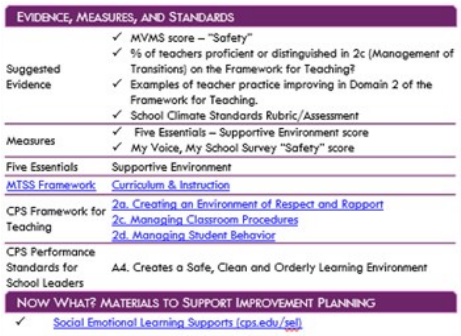
1 2 **3** 4

5 Essentials and SEL surveys reveal general perception of student safety is good. Events around the country related to school tragedies have increased anxiety in students. 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. The SEL Team is in the final stages of policy development and will release a published document June 2018. Student's feel safe within the school for the most part, any feelings that are unsafe often stem from student's cognitive ability to interpret safety. Social worker, counselor, psychologist, security staff and more help to ensure students feel calm and comfortable within their classes. Social Emotional team meets to review data, establish consequences and proactive strategies and monitor their effectiveness alongside teachers. 6 staff are currently trained in Safety Cares model to help support students. Students go through security in an orderly manner. Staff are visible in hallways during transitions. Student transition concerns are addressed immediately with supervision schedules. Student to staff ratio is high and students are encouraged to report any behaviors or feelings of distress and utilize coping strategies including adults around them.

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:

Score

1 2 **3** 4

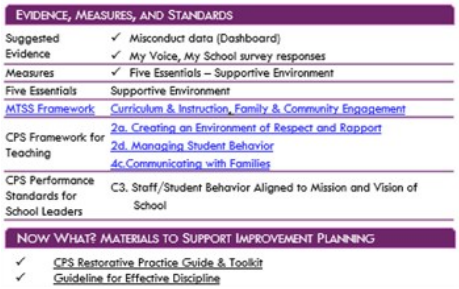
The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school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

Students have the opportunity to learn, process and reflect after SEL incidents.. Behavior issues are treated as learning opportunities with embedded diagnostic value. Students participate in Reflect and Refocus activities when their behavior has been inappropriate as determined by Dean or SEL Team. Conversations are focused on reflecting on behavior and behaviors that or strategies to promote positive interactions. SEL team reviews data weekly and determines positive strategies that classroom teachers and staff can utilize to reduce negative behaviors. Suspension is a last resort and is only used for the most extreme behaviors and when student safety is a major concern. Metrics reveal a reduction in restrictive interventions and an increase in restorative practices.

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.

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs, FOV events, and an engaged LSC). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input. Parents have also been instrumental in developing relationships with Advocate Medical for the purpose of social skill building and social skill groups integrated into the SEL program. All communications go home in English and Spanish. Robo calls are performed in English and Spanish. Spanish and Polish speaking staff are available and translate parent meetings and conversations as needed. Parents are engaged in Content Area Teams this year.

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

School Excellence Framework Priorities

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

Goals

Required metrics (Highschool) 17 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					
well organized	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
PSAT 9 Annual Growth Measure					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
PSAT 10 Annual Growth Measure					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
SAT Annual Growth Measure					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
African-American School Growth Percentile SAT11					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic School Growth Percentile SAT11					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
English Learner School Growth Percentile SAT11					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner School Growth Percentile SAT11					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Percent Meeting College Readiness Benchmarks					
This aspect is being developed and reviewed	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Early College and Career Credentials Rate					
This aspect is being developed and reviewed	0.00	0.00	100.00	100.00	100.00
Freshmen On-Track Rate					
Freshman on track is reviewed monthly at team meetings and strategies are developed to maintain FOT.	95.00	92.00	95.00	92.00	92.00
4-Year Cohort Graduation Rate					

This aspect is being developed and reviewed	8.00	7.00	5.90	2.00	2.00

1-Year Dropout Rate

Root Cause: Sending high schools for transition students were inappropriately sending students to VOHS.	1.00	0.00	1.00	0.00	0.00

College Enrollment Rate

This aspect is being developed and reviewed	10.00	7.00	9.10	10.00	10.00

College Persistence Rate

This aspect is being developed and reviewed	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Average Daily Attendance Rate

Root Cause of attendance is co morbid diagnosis of psychiatric manifestations, intensive medical needs and family issues.	89.00	89.00	90.00	92.00	92.00

Custom metrics

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
EE/CCSS aligned Performance Assessments					
As Vaughn is a specialty/occupational school, it requires individual criterion referenced assessments. Norm referenced assessments are not valid for any students at this school. Students will be assessed at the end of each course / unit of study through the performance assessment designed by the instructor. The metric will identify performance for a single cohort: Freshman 2016-17; Sophomores 2017-18; Juniors 2018-19; Seniors 2019-20; Super Seniors 2020-21. The data set will reveal the percentile of students at the meets and exceeds level. The data set will also reveal individual student and student subgroup by disability when disaggregated.	*(Blank)*	*(Blank)*	65.00	75.00	85.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Provide professional learning opportunities that increase capacity with Content, Process-Product Differentiation through the lens of CCSS-WIDA, NGSS, LCCE and Vocational Standards vertical alignment and IEP goal development	School wide assessments, artifacts, and rituals for each student that reflect current level and learning profile	implementation and evaluation of instructional best practices that are student centered using current levels of functioning and a comprehensive student portfolio inclusive of end of unit performance assessments , IEP progress monitoring data, and artifacts that reveal a detailed description of individual abilities

Tags:
Curriculum Design, Instruction, El learners

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

Action step	Responsible	Timeframe	Status
Develop a curriculum map of content area scope and sequence to include functional -independent living-ADL skills in addition to academic standards	Content Area Teams	Jun 19, 2018 to Jan 1, 2019	On-Track

Diverse Learners, Curriculum Design, Differentatied instruction, El learners

Develop a Differentiation Cycle of Continuous Improvement to include Content , Process, and Product as Powerful Practices within the Cycle.	ILT and CAT	Mar 30, 2018 to Jun 20, 2019	On-Track

Differentiated instruction, Cycles of continuous improvement

Define a common language for process differentiation used by all faculty	CAT PPLC	Feb 1, 2019 to Aug 1, 2019	Not started

Curriculum Design

Implement and assess efficacy of Content Area curriculum maps and content area scope and sequence to include functional -independent living-ADL skills	CAT	Apr 4, 2019 to Jan 1, 2020	Not started

Curriculum mapping

Provide individual and cohort professional learning opportunities that address content, process and product capacity building through internal and external coaching and learning.	Principal , ILT, LSC, Network, ODLSS	Jun 1, 2018 to Jun 1, 2020	Not started

Professional Learning, EI learners

Strategy 2

If we do...	...then we see...	...which leads to...
Continue to develop the post secondary opportunities at Vaughn	increased capacity of students to engage in: independent living, advocacy, and college and career activities	post secondary employment, college access, and maximized independence

Tags:
Volunteer, EI learners, Post-secondary

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

Action step	Responsible	Timeframe	Status
Continue to develop CORE program at Wright College by implementing a year long curriculum	Administration and CORE Team	Aug 1, 2018 to Apr 11, 2019	Not started

Curriculum Design, Post-secondary

Continue to develop partnerships with local businesses, non-for-profits, and transition agencies to develop internship opportunities for individual and small groups of students,	ODLSS-Administration, Teachers, Counselor	Aug 1, 2018 to Apr 11, 2019	Not started

Internship, Employment

Continue to develop partnerships with local businesses, non-for-profits, and transition agencies to develop volunteer opportunities where students can learn job soft skills and specific skills during community based instruction.	Administration, Teachers	Aug 1, 2018 to Apr 11, 2019	On-Track

Volunteer, Post-secondary

Occupational Preparation teachers and Senior Seminar will meet in Content Area Teams to evaluate unit plans and vertically align curriculum.	Occupational Preparation Teachers	Aug 1, 2018 to Apr 11, 2019	On-Track

Vertical alignment, EI learners, Curriculum mapping

Strategy 3

If we do...	...then we see...	...which leads to...
develop decision rules/criteria and social skill interventions to match student skill deficits	Students grouped based on data into research-based intervention/instructional groups	Increase positive social behaviors and decrease in Behavior Incident Reports, Crisis Intervention and Out of School Suspensions.

Tags:
Problem solving process, EI learners, Social skills

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
SEL Team will develop decision rules for determining Tier 2 Social Emotional Learning groups and a process including timelines for determining groups and monitoring progress.	Social Emotional Learning Team	Jun 15, 2018 to Apr 18, 2019	On-Track

Problem solving process, Tier 2, Policy, Social emotional learning

Determine research-based interventions that match Tier 2 Target Group skill deficits.	SEL TEam	Jun 1, 2018 to Sep 30, 2018	Not started

MTSS, Tier 2, Policy, Social emotional learning, Behavioral interventions

SEL Team identifies and trains relevant staff on Tier 2 interventions and builds schedule for provision of interventions.	SEL Team	Aug 21, 2018 to Nov 16, 2018	Not started

MTSS, Interventions, Scheduling, EI learners, Social emotional learning, Teacher training

Strategy 4

If we do...	...then we see...	...which leads to...
Provide Differentiated Instruction through Content , Process, and Product	increased student access to curriculum multiple means of demonstrating knowledge	increased student outcomes (students meeting and exceeding expectations)

Tags:
Differentatied instruction, Rigorous tasks, EI learners

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Teachers will differentiate instruction based on learning styles, reading levels, math levels, content levels, student strengths and academic needs through the lens of UBD, UDL, and gradual release of responsibility.	all faculty with ILT research and guidance	Aug 22, 2018 to Jun 18, 2020	Not started

Differentatied instruction, EI learners, Diverse learning strategies

Teachers will access various software vehicles for the purpose of identifying, implementing and evaluation programs and apps for blended learning activities	all faculty with PPLC research and guidance	Dec 7, 2018 to Mar 12, 2020	On-Track

Blended learning, Iep goals

Teachers will use TEACCH Training to develop and implement individualized work boxes, digital work stations, or similar	all faculty	Nov 2, 2018 to May 1, 2020	On-Track

Differentatied instruction, EI learners

Teachers will develop and implement learning stations relevant to ability, interest and learning profile.	all faculty	Jan 24, 2019 to Apr 3, 2020	Not started

Differentatied instruction, Rigorous tasks

Social Science and EL targeted focus will be: Technology IXL Kahoot boardmaker typing application One where could type as in Microsoft Word and sentences with pictorial support would be produced. TEACCH Create social science games for sorting,grouping, sequencing that could be used to support learners. Need color printers in classrooms to implement effectively Learning Stations Create a tech-based learning station specific to social science Continue to implement weekly learning station activities in some classes Share and discuss effective activities for stations	Social Science CAT Team	Oct 1, 2018 to May 1, 2020	Not started

Differentatied instruction, Rigorous instruction

Strategy 5

If we do...	...then we see...	...which leads to...
Create decision rules and research-based interventions for Tier 2 and 3 attendance interventions based on current school year data and trends . A developed MTSS Intervention process for attendance based on data.	Groups of students based on attendance data, linked to evidence-based interventions that can be monitored weekly by our attendance team.	Increased Average Daily Attendance by 2.5% and reduction of Chronic Absenteeism rate by 5%.

Tags:
MTSS, Attendance, Interventions, Problem solving process, Tier 2, Tier 3

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Review Data from 2017-18 to determine appropriate Tier 2 and 3 decision rules for interventions.	Attendance Team	Jun 18, 2018 to Aug 24, 2018	Not started

Attendance, Data, Problem solving process, Tier 2, Tier 3

Develop roles and responsibilities for 2018-19 school year Tier 2 and 3 Intervention Implementation and communicate to relevant stakeholders.	Attendance Team	Jun 20, 2018 to Sep 7, 2018	Not started

Attendance, Communication, Tier 2, Policy, Attendance plan, Tier 3, Tier 2 intervention, Tier 3 intervention

Implement Tier 2 and Tier 3, research-based interventions 2018-19 school year.	Attendance Team	Sep 4, 2018 to Jun 18, 2019	Not started

Attendance, El learners, Tier 2 intervention, Tier 3 intervention, Implementation monitoring, Data review

Review data at the end of each quarter to determine intervention effectiveness. Compare to 2017-18 data to reveal progress.	Attendance Team	Nov 8, 2018 to Jun 18, 2019	Not started

Progress monitoring, Problem solving process, Data review protocol, Attendance interventions

Action Plan

Strategy 1

ON-TRACK

Develop a curriculum map of content area scope and sequence to include functional -independent living-ADL skills in addition to academic standards"

Jun 19, 2018 to Jan 01, 2019 - Content Area Teams

Status history

ON-TRACK

Sep 12, 2018

Evidence

We will review exemplar by end of Q1 (AP-Casemanagers will participate) https://docs.google.com/spreadsheets/d/1aN3SCyY7xGpubYojaQS3BRpTm1zLDolSzi5U6xS5Bp0/edit#gid=803802702

IEP GOALS YEAR 1 - LOW INCIDENCE PROGRAM	
SUBJECT	IEP GOALS
YEAR 1	
ENGLISH I (Survey Literature)	LEVEL 1 GOAL: After following along or reading a modified news article or story passage and given a choice, student will choose the correct answer to basic comprehension questions of who, what, when and where by saying and writing the answer with 80% accuracy in 3 out of 4 trials. B1: After following along or reading a modified news article or story passage and given a choice, student will choose the correct answer to the basic comprehension questions of "who" and "where" by saying the answer in 3 out of 4 trials. B2: After following along or reading a modified news article or story passage and given a choice, student will choose the correct answer to the basic comprehension questions of "when" and "what" by saying the answer in 3 out of 4 trials. B3: After following along or reading a modified news article or story passage and given a choice, student will choose the correct answer to basic comprehension questions of “why” by writing out the answer in 3 out of 4 trials. LEVEL 2 GOAL: Using graphic organizers, student will read modified 8th and 9th grade texts with fluency and accuracy. B1: Student will complete pre-reading strategies and graphic organizers including KWL chart, vocabulary logs, author and setting background worksheets, journal reflections, etc. in 3 out of 5 attempts. B2: Student will complete during-reading activities and assignments including 5 W comprehension logs, page summaries, journal reflections, etc. in 3 out of 5 attempts. B3: Student will complete during-reading comprehension (5W logs) with 70% accuracy. He will create and answer at least one how? or why? question that can be answered by reading the modified text.

BASIC MATH (Number Skills)	ACADEMIC GOAL: LEVEL 1 GOAL: When given a word problem, including those with percents, decimals, or fractions, student will be able to independently write the correct problem and solve for the answer, with or without the use of a calculator, in 4 out of five opportunities. B1: When given a word problem, student will be able to independently circle or state the word that indicates the operation. B2: When given a word problem with irrelevant information, student will identify and ignore the irrelevant information. B3: When given a single step word problem, student will be able to independently create and explain the algorithm necessary for solving it. LEVEL 2 GOAL: Student will demonstrate and apply knowledge of numbers, including basic arithmetic operations, fractions, decimals and word problems at a modified grade level B1: When presented with a multi-step math problem in the context of real-world applications, student will correctly solve the problems B2: Student will demonstrate a basic understanding of basic arithmetic operations at a modified grade level B3: Student will demonstrate and apply knowledge of numbers, including basic arithmetic operations, fractions, decimals and word problems at a modified grade level FUNCTIONAL GOAL: GOAL: When given a sales ad and when shopping in the community, student will locate sales in sale ads or in the store and find the actual price of the item. B1: When given a sales ad or examples of sale prices, student will have to point out sale words such as "clearance, sale or % off" B2: When given a percentage off of a price, student will find the actual price of that item B3: After finding the actual sale price, student will calculate and add sales tax to find the total amount owed GOAL: When given an item on “sale” to buy, student will correctly find the actual cost of the item (ex: 6/$2), by dividing, by subtracting when using coupons, and by counting out the amount owed with 100% accuracy 6/6 trials. B1: When given a sales ad student will correctly pick out sale items and use a calculator to divide to figure out the actual cost (ex 2/$10 is 10 divided by 2 = 5) 7/7 trials. B2: When given an item and its coupon, student will correctly use a calculator to subtract to find the amount owed 7/7 trials. B3: After finding the actual cost of the item, student will correctly give the amount owed 7/7 trials. GOAL: Given a list of 2 to 3 items and their costs, student will be able to independently calculate the total price of such purchases, determine which currency is needed and calculate change due from such transaction. B1: Given a list of 2 to 3 items and their costs, student will be able to calculate the total price of such purchases. B2: Given a list of 5 to 10 items and their costs, student will be able to calculate the total price of such purchases with our without the use of a calculator. B3: Given a list of 2 to 3 items and their costs, student will be able to independently calculate the total price of such purchases, determine which currency is needed and calculate change due from such transaction, with or without the use of a calculator.
WORLD HISTORY	
BIOLOGY	GOAL: When presented with biology material, student will identify, say, and write concepts that describe how living things such as plants, animals, and humans interact with each other and with their environment with 80% accuracy. B1: When presented with biology material, student will identify, say, and write concepts that show the roles and relationships of organisms in their community and the impact on the ecosystem with 80% accuracy. B2: When presented with biology material, student will describe the characteristics of an organism and cell structure by identifying, saying, and labeling with 80% accuracy B3: When presented with biology material, student will identify, say, and write basic functions of various body systems (breathing, eating, energy) and sources of nutrients and energy for the human body with 80% accuracy.
OCCUPATIONAL PREP I	LEVEL 1 OCCUPATIONAL PREP GOAL: When it is time for jobs in the office, student will request to go to the office and he/she will complete his/her job of doing the mail or shredding documents correctly 6/6 trials. B1: When it is time to go to the office, student will initiate and say to a staff member it is time for office jobs or that he/she is ready to do his/her jobs 6/6 trials. B2: When sorting out mail and placing them into the mailboxes, student will correctly say the first letter of the last name he/she is looking for and he/she will go to the correct area of mailboxes 6/6 trials. B3: When completing his jobs, if student needs assistance or needs a new job task he/she will request help from a staff member or office person 6/6 trials. LEVEL 2 OCCUPATIONAL PREP GOAL: Within a vocational job setting, student will be able to independently initiate and correctly complete a multi-step job or work task with one teacher prompt in 2 out of 3 trials. B1: In a work setting, student will correctly gather the items he needs to complete the vocational task with two teacher prompts in 2 out of 3 trials. B2: In a work setting, student will ask for help when presented with a new vocational task with one teacher prompt in 2 out of 3 trials. B3: In a work setting, student will notify his teacher when he has completed his vocational task with one teacher prompt in 2 out of 3 trials. TRANSITION ASSESSMENTS YEAR 1 (Career):Career Clueless; Work and Leisure worksheet TRANSITION ASSESSMENTS YEAR 1 (Education/Independent Living): All About-Me Robot; Student Interest Survey; Student Interest Inventory
RESOURCE	

NOT STARTED

Apr 28, 2018

Evidence

Maps vertical alignment artifacts

ON-TRACK

Develop a Differentiation Cycle of Continuous Improvement to include Content , Process, and Product as Powerful Practices within the Cycle."

Mar 30, 2018 to Jun 20, 2019 - ILT and CAT

Status history

ON-TRACK

Sep 12, 2018

Evidence

Cycle 2a

Vaughn Occupational High School

Professional Learning Cycle: Differentiation of Content - CAT teams

Date: _____

Materials

Materials (ie. pictures, videos, workboxes, print/text, technology applications) have evidence of differentiation to (choose 1 of the following):

_____ 1 level (1 points)

_____ 2 level (2 points)

_____ 3 level (3 points)

Total Points:

Time

The amount of time students working with differentiated materials (choose 1 of the following):

_____ First 10 minutes

_____ Half of class

_____ Whole class

Total Points:

Activity

Put a check on each activity that you saw differentiated materials being used in:

_____ Bell Ringer

_____ Whole class work

_____ Small group/partner work

_____ Independent work

_____ Exit Activity

Total Points:

Total Points: _____

ON-TRACK

Apr 28, 2018

Evidence

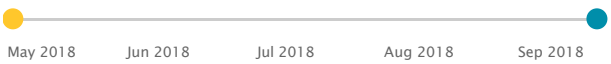
ILT minutes and ILT CAT data tables, CAT case studies

NOT STARTED

Define a common language for process differentiation used by all faculty"

Feb 01, 2019 to Aug 01, 2019 - CAT PPLC

Status history



NOT STARTED

Sep 12, 2018

Evidence

ABHST has no training available at this time

BEHIND

Apr 28, 2018

Problem

Process Terms embedded in units and IEPs

Root Cause

Next steps

NOT STARTED

Implement and assess efficacy of Content Area curriculum maps and content area scope and sequence to include functional -independent living-ADL skills"

Apr 04, 2019 to Jan 01, 2020 - CAT

Status history

NOT STARTED
Sep 12, 2018

Evidence

Begin with case studies at first CAT meeting

CAT Case Studies Agenda PL Meeting 9.13.18

Content Area Teams (CAT) Focused Work this year:

1. Case Studies & LASW (Looking at Student Work) through the lens of both Powerful Practices: Speaking and Listening & Content Differentiation

For 9/27 at 7:20 Each Teacher Will :

- choose a class
- pick a non reader (or most emerging) and highest reader
- bring assessment and work sample (can be a picture/video) to next CAT meeting
- Reflect on the Content you provided and the differentiation you prepared
- Discuss with your team
- - Hand this sheet in to CAT facilitator with work samples - CAT facilitator will hand in to me

Case Study Template

Vaughn OHS	Case Study	SY18.19
Teacher:		
Class:	Level	Reflection (possibly related to mentor text you read and analyzed)
Period:		
		Celebration:
	Reading Level and other assessment information (Teacher's Choice)	
Emerging Student		
		Growth Goal:
		Celebration:
	Reading Level and other assessment information (Teacher's Choice)	
Higher Performing Student		
		Growth Goal:

Some questions that may guide your work this year:

- How am I specifically teaching Speaking and Listening (3 strategies)?
- Do I have the same material for all students in my class?

- Do I have a fixed or growth mindset around the 2 powerful practices?

CAT Organization:

The role of the facilitator is to keep the meeting on topic, send any reports, and collect artifacts.

ELA - 108

DeSio- facilitator

Fitz

Devine

Feliciano

Math -202

Yarovsky-facilitator

Troyke

Bayliss

Sullivan

Social Science -208

Fischer

Zbaraz-facilitator

Leal

Science - 205

Bonness

Westrich - facilitator

Art/PE/CTE- cafe

Green

Milner

Murray-facilitator

Rink

Rachmaciej

Occ Prep/Transition- 200

Neuman

Manseau

Smith

Kalinski

Swanson -facilitator

Tempel

Barto

NOT STARTED

Apr 28, 2018

Evidence

map analysis artifacts

NOT STARTED

Provide individual and cohort professional learning opportunities that address content, process and product capacity building through internal and external coaching and learning."

Jun 01, 2018 to Jun 01, 2020 - Principal , ILT, LSC, Network, ODLSS

Status history

NOT STARTED

Sep 12, 2018

Evidence

see previous

ON-TRACK

Apr 28, 2018

Evidence

Training artifacts

Strategy 2

NOT STARTED

Continue to develop CORE program at Wright College by implementing a year long curriculum"

Aug 01, 2018 to Apr 11, 2019 - Administration and CORE Team

Status history

May 2018 Jun 2018 Jul 2018 Aug 2018 Sep 2018

NOT STARTED

Sep 12, 2018

Evidence

Search Inc. vendor in approval process

NOT STARTED

Sep 12, 2018

Evidence

1st quarter

Urban Plants and Gardening, Part !

Group 1: *Wednesdays 9:30am-10:30am*

September 12 to October 17

Room S304

Group 2: *Wednesdays 11:00am-12:00pm*

September 12 to October 17

Room S304

Urban Plants and Gardening, Part II

Group 1: *Wednesdays 9:30am-10:30am*

October 24 to November 28

Room S304

Group 2: *Wednesdays 11:00am-12:00pm*

October 24 to November 28

Room S304

ON-TRACK

Sep 12, 2018

Evidence

1st quarter courses at Wright

Urban Plants and Gardening, Part !

Group 1: *Wednesdays 9:30am-10:30am*

September 12 to October 17

Room S304

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September 12 to October 17

Room S304

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October 24 to November 28

Room S304

Group 2: *Wednesdays 11:00am-12:00pm*

October 24 to November 28

Room S304

NOT STARTED

Apr 28, 2018

Evidence

Report

NOT STARTED

Continue to develop partnerships with local businesses, non-for-profits, and transition agencies to develop internship opportunities for individual and small groups of students,"

Aug 01, 2018 to Apr 11, 2019 - ODLSS-Administration, Teachers, Counselor

Status history

NOT STARTED
Sep 12, 2018
Evidence
business spotlight

The Educator Hive

Share your newsletter as a template for other educators.

Share with Educators

Share with Email

Get the word out in minutes with a quick newsletter.

Send a newsletter

Quick sharing tools

Embed Link

Vaughn Occupational High School

Business and Community Spotlight

Great Deals and Great Businesses

Customers and Supporters of Vaughn: Please visit these amazing businesses!

Click at the bottom for great deals at Josie's and Instacart!!!

Business Owners: We want to thank all of our business partners for engaging in internships, supported and competitive employment. You are making a difference in our students' lives!!

Support this Business!

4032 N. Milwaukee Ave.

Chicago Il. 60641

773-628-7733

Support this Business!

https://www.instacart.com/grocery-delivery/chicago

Support this Business!

4516 N. Harlem Ave. Norridge, IL 60706
708 669-7029

WE WOULD LIKE YOU TO BENEFIT FROM THE STELLAR STUDENTS AT VAUGHN!

Please contact us to arrange a partnership

Benefits to the Employer-Partner

Types of partnerships: internships, project assistance, part -time employment with school support Testimonial from N Kidd at Instacart..."our team loves working with Vaughn, both during the Shopping experience and at the end of year picnic. "

Post Placement Follow-up: Whether our students are participating in internships or in competitive employment, we can provide support post-placement to help our students succeed at your business. This can be through emails, phone calls, or support at your place of business.

Tax Incentives: Hiring a person with a disability can give you access to the following tax credits: Work Opportunity Tax Credit, Disabled Access Tax Credit, and the Small Business Tax Credit.

Diversified Workplace: People with disabilities are the third largest market segment in the United States. Add their family and friends and they are a formidable customer base. The disability community is very loyal to businesses

Vaughn Vision

@Vaughnohs
Vaughn graduates are productive participants in their community. Vaughn graduates advocate for a better life and function at the highest possible level of independence.
4355 North Linder Avenue, Chicago, IL, USAnfmcnally@cps.edu(773) 534-3600vaughnhs.org

click here for FREE party space at Josie's Yogurt's
use promo code vaughnhs for FREE delivery
orders of $35 ormore

Edit your newsletterPreview your newsletter
Print or download PDF

Visitors

123

Likes

1

Show Analytics
Email Report

Link

Newsletter Settings

NOT STARTED
Sep 12, 2018
Evidence
business spotlight

The Educator Hive

Share your newsletter as a template for other educators.

Share with Educators

Share with Email

Get the word out in minutes with a quick newsletter.

Send a newsletter

Quick sharing tools

Embed Link

Vaughn Occupational High School

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orders of $35 ormore

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Newsletter Settings

NOT STARTED

Apr 28, 2018
Evidence
Report

ON-TRACK

Continue to develop partnerships with local businesses, non-for-profits, and transition agencies to develop volunteer opportunities where students can learn job soft skills and specific skills during community based instruction."

Aug 01, 2018 to Apr 11, 2019 - Administration, Teachers

Status history

ON-TRACK

Sep 12, 2018
Evidence
Business spotlight

The Educator Hive

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Vaughn Occupational High School

Business and Community Spotlight

Great Deals and Great Businesses

Customers and Supporters of Vaughn: Please visit these amazing businesses!

Click at the bottom for great deals at Josie's and Instacart!!!

Business Owners: We want to thank all of our business partners for engaging in internships, supported and competitive employment. You are making a difference in our students' lives!!

Support this Business!

4032 N. Milwaukee Ave.

Chicago Il. 60641

773-628-7733

Support this Business!

https://www.instacart.com/grocery-delivery/chicago

Support this Business!

4516 N. Harlem Ave. Norridge, IL 60706
708 669-7029

WE WOULD LIKE YOU TO BENEFIT FROM THE STELLAR STUDENTS AT VAUGHN!

Please contact us to arrange a partnership

Benefits to the Employer-Partner

Types of partnerships: internships, project assistance, part -time employment with school support Testimonial from N Kidd at Instacart..."our team loves working with Vaughn, both during the Shopping experience and at the end of year picnic. "

Post Placement Follow-up: Whether our students are participating in internships or in competitive employment, we can provide support post-placement to help our students succeed at your business. This can be through emails, phone calls, or support at your place of business.

Tax Incentives: Hiring a person with a disability can give you access to the following tax credits: Work Opportunity Tax Credit, Disabled Access Tax Credit, and the Small Business Tax Credit.

Diversified Workplace: People with disabilities are the third largest market segment in the United States. Add their family and friends and they are a formidable customer base. The disability community is very loyal to businesses

Vaughn Vision

@Vaughnohs
Vaughn graduates are productive participants in their community. Vaughn graduates advocate for a better life and function at the highest possible level of independence.
4355 North Linder Avenue, Chicago, IL, USAnfmcnally@cps.edu(773) 534-3600vaughnhs.org

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NOT STARTED

Apr 28, 2018
Evidence
Report

ON-TRACK

Occupational Preparation teachers and Senior Seminar will meet in Content Area Teams to evaluate unit plans and vertically align curriculum."

Aug 01, 2018 to Apr 11, 2019 - Occupational Preparation Teachers

Status history

ON-TRACK

Sep 12, 2018
Evidence
meet with CORE to review assessments- CAT Team will meet 9/27

NOT STARTED

Apr 28, 2018
Evidence
Units

Strategy 3

ON-TRACK

SEL Team will develop decision rules for determining Tier 2 Social Emotional Learning groups and a process including timelines for determining groups and monitoring progress."

Jun 15, 2018 to Apr 18, 2019 - Social Emotional Learning Team

Status history

ON-TRACK

Sep 12, 2018
Evidence
SEL Assembly was resources

Student SOAR Assembly Schedule 9-5-2018 (Auditorium)

On Wednesday 9/5 Homeroom will be 55 minutes followed by students proceeding to CBI after an announcement. Please proceed to the Auditorium with your students and assistants. Staff will supervise and reinforce appropriate SOAR behaviors with SOAR tickets during each assembly.

Assembly 1: 9:00-9:40

- Fischer
- Zbaraz
- Sullivan
- Hecht
- Neuman

- Tempel

Assembly 2: 9:50-10:30

- Feliciano
- Fitzpatrick
- Troyke
- Shultz
- Murray
- Swanson
- Kalinski

Assembly 3: 10:40-11:20

- Yarovsky
- Westrich
- Bonness
- Rink
- Milner
- Rachmaciej

Assembly 4: 11:30-12:10

- Leal
- Barto
- Desio
- Devine
- Green

NOT STARTED

Apr 28, 2018

Evidence

Tier 2 Process outlined in SEL Policy Document

NOT STARTED

Determine research-based interventions that match Tier 2 Target Group skill deficits."

Jun 01, 2018 to Sep 30, 2018 - SEL TEam

Status history

NOT STARTED

Sep 12, 2018

Evidence

SEL Team will provide instruction during flex day

NOT STARTED

Apr 28, 2018

Evidence

Tier 2 Interventions selected and documented iN SEL Policy. Order placed for at least 2 research-based interventions for students with disabilities and Social Emotional Learning or Social Skills.

NOT STARTED

SEL Team identifies and trains relevant staff on Tier 2 interventions and builds schedule for provision of interventions."

Aug 21, 2018 to Nov 16, 2018 - SEL Team

Status history

NOT STARTED

Sep 12, 2018

Evidence

same as above

NOT STARTED

Apr 28, 2018

Evidence

Complete SEL Intervention schedule for 2 identified interventions. Staff are trained and understand curriculum, evidence is staff survey results.

Strategy 4

NOT STARTED

Teachers will differentiate instruction based on learning styles, reading levels, math levels, content levels, student strengths and academic needs through the lens of UBD, UDL, and gradual release of responsibility."

Aug 22, 2018 to Jun 18, 2020 - all faculty with ILT research and guidance

Status history

NOT STARTED

Sep 12, 2018

Evidence

Training is recursive see pl plan:

Vaughn Occupational High School

School Year 2018.19 MTSS-CIWP Aligned Professional Learning Plan

Donated Principal Directed Preps: scheduling & events /MTSS-SEL aspect/IEP and UbD Stage 3 development

Flex Day - Professional Learning CIWP Priorities 1,3 & 4 - Partial Schedule (dates may change)

Principal Directed Preps: Professional Learning - content will be announced if not noted

9/13 - IEP Process - All Faculty 9/28 - PAs : revision and scoring - PPLC

Vaughn OHS Professional Learning Plan SY2018-19

Vaughn OHS SY2018.19 BOY Professional Learning

Date/ Presenter Topics CIWP Alignment

8/27 1.Updates SEL - Noel & Stephanie 2. REACH: Stephanie-Dara 3. Tech - Sara 4. Unit Development: Noel, Stephanie, Miranda, Dara, Kelly	• Welcome & Updates /Quiz/ Finding Your Passion/ • REACH Orientation • UbD/UDL	Expectations for depth & breadth of Quality Teaching: Instruction-Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports-Expectations for depth & breadth of Student Learning: Curriculum-Culture of & Structure for Continuous Improvement: Professional Learning
8/28 1.ILT - Powerful Practice 1&2 2. PPLC - Google 3. IEP PLAFP, Goal Distribution & Monitoring Differentiated Learning - PA archival process: Miranda, Sara & Stephanie 4. Allergen Training-other Health Training	• ILT will review and set schedule for CAT observation • PPLC will provide Google Training • IEP continuation	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence Expectations for depth & breadth of Student Learning: Curriculum
8/29& S 1. SEL and safety 2.Teach a SECA/TA to Teach a Small Group - Content Differentiation 3. Case Studies Potluck BBQ BYO meat/protein and a side 4. IEP: New Content	• Review safety protocols deliver district training • Cycle work with SECAs • Begin case Studies • IEP Cycle Work	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports
8/30 1.Framework 2.CBI 3. IEP continued - Small group -all faculty review each student's IEP as appropriate	2. CBI Agenda and Outline	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports
8/31 Teachers: Self Directed Paras: Youth Mental Health First Aid 7am-3pm	New teacher orientation: D Bayliss, S. Manseau, Noel Hellen - SEL Specialist Network 1	Expectations for depth & breadth of Student Learning: Curriculum-Culture of & Structure for Continuous Improvement: Professional Learning

Paraprofessional Trainings : Partial Detail

- Expectations
- Powerful Practice 1 & 2
- Mental Health
- Student - School Safety
- Prompting and 101 Ways to Teach social Skills

Regular School Year Professional Learning / Flex, CAT and Institute Days (topics may change)

Date-Time	CIWP Area of Focus	Focus & Facilitator	Facilitator
9/20	1,3	Performance Tasks (CIM-District Based and Performance Assessments (spreadsheet-school based)	D.Bayliss, S. Manseau, A.Neuman with PPLC
10/11	4	SEL- ILT Social Skills-CBI & learning walk data analysis review	PPLC
10/26	1,2	English Learner Connections	E. Hecht
11/2	1,2,3,4	• Staff SEL • IEP • PA Collection and Articulation • Powerful Practice -Cycle Data analysis and actions • Differentiation by Content: Gallery Walk	Aspire, All Faculty, Stephanie and Miranda, ILT, PPLC, SEL Team
12/7	1,2	Behavioral Strategies: Antecedent/ Stimuli Control and Affect Induction	SEL Team
1/18	1,3	IEP	Stephanie & Miranda
2/1	4	• ASPIRE : ABA • TEACCH Reflection • PA Collection and Articulation • Powerful Practice: Content Differentiation • Social Skills in the Classroom: Advocate Hospital • LGBTQA+1 (para)	Aspire, All Faculty, Stephanie and Miranda, ILT, PPLC, SEL Team, Advocate
2/9	1,2	English Learner Connections	E. Hecht
2/21		IEP Progress monitoring-PA archive-CAT Cycle data	Miranda, Sara, Stephanie, ILT, CAT, PPLC
3/8	1,2,3,4	TEACHH, Sensory Activities, Data Review of Powerful Practice 2	All Faculty , ILT
3/22	1,2	Teachers Choice Related to CIWP	All Faculty
4/26	1,3	PA Archiving and Data in G Drive	PPLC
5/16	4	IEP development	Miranda and Stephanie
5/24	1,2	Powerful Practice 2 Content Area Team Data reveal	All Faculty
6/20	NA	YEP-PAs-Next Steps	To be developed

Notes:

General Professional Learning Projections (draft) :

Area	Initiation Date	Facilitator
UbD for Unit/Course/ IEP Development : Enduring Understandings, Essential Questions Performance Assessments		Noel McNally & Stephanie Anderson
Building Teacher Capacity for students diagnosed with ASD		ODLSS/External Vendors
Student Portfolios		Noel McNally & Stephanie Anderson
English Learner access to curriculum		Bilingual Coordinator & OLCE/ODLSS
Differentiated Learning plans: ASD focus		Noel McNally & Stephanie Anderson & ODLSS
Building Teacher Capacity for students diagnosed with ASD -Unique Learning & TEACCH		ODLSS/External Vendors
IEP goal development		Stephanie Anderson-CMsODLSS
IEP Data Collection: Teachers		Stephanie Anderson-CMs ODLSS
Data Collection for CBI		Noel McNally & Stephanie AndersonTransition/ODLSS

(Additional PL by Principal is identified in PLP sent to Network)

- 1. CIWP Review/ Growth Mindset: Climate & Culture: All staff will explore frustrations & celebrations to identify next steps, expectations, & boundaries.
- 2. REACH- teachers will understand district evaluation requirements and school based rituals / artifacts that reveal proficient performance.
- 3. Paraprofessional/RSP Training 101: paraprofessionals will develop capacity re: terminology, data collection and IEP goal implementation. RSP integration with CBI and Academic/extracurricular events will be explored.
- 4. CBI – faculty will develop their capacity with community mapping and planning meaningful community based instruction.
- 5. Sensory Integration: All staff will build their capacity re: understanding students with Autism and related diagnosis, understanding the importance of sensory integration rituals, and providing sensory breaks.
- 6. Teacher team and individual goal setting: teachers will use framework for teaching and relevant data points to develop goals that facilitate capacity development and student growth related to students diagnosed with ASD..
- 7. ILT roles and Assessment Review: ILT will begin to identify vehicles for balanced assessment model.

ON-TRACK

Apr 28, 2018
Evidence
Cycles of Continuous Improvement data

ON-TRACK

Teachers will access various software vehicles for the purpose of identifying, implementing and evaluation programs and apps for blended learning activities"

Dec 07, 2018 to Mar 12, 2020 - all faculty with PPLC research and guidance

Status history

ON-TRACK

Sep 12, 2018
Evidence
Dara Bayliss is our CAS-TM and is reviewing software alignment and status with teachers, PPLC,Principal and TechCo

Software analysis for Cycle 2

ON-TRACK

Apr 28, 2018
Evidence
PPLC Software PL and data

ON-TRACK

Teachers will use TEACCH Training to develop and implement individualized work boxes, digital work stations, or similar"

Nov 02, 2018 to May 01, 2020 - all faculty

Status history

ON-TRACK

Sep 12, 2018
Evidence
All teachers trained with he exception of new teachers

D Bayliss will complete the TEACCH Trainer aspect this year with Have Dreams

NOT STARTED

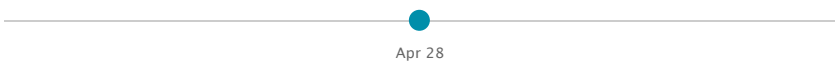
Apr 28, 2018
Evidence
teacher made artifacts, RLS data

NOT STARTED

Teachers will develop and implement learning stations relevant to ability, interest and learning profile."

Jan 24, 2019 to Apr 03, 2020 - all faculty

Status history



NOT STARTED

Apr 28, 2018
Evidence

NOT STARTED

Social Science and EL targeted focus will be: Technology IXL Kahoot boardmaker typing application One where could type as in Microsoft Word and sentences with pictorial support would be produced. TEACCH Create social science games for sorting,grouping, sequencing that could be used to support learners. Need color printers in classrooms to implement effectively Learning Stations Create a tech-based learning station specific to social science Continue to implement weekly learning station activities in some classes Share and discuss effective activities for stations"

Oct 01, 2018 to May 01, 2020 - Social Science CAT Team

Status history

NOT STARTED

Sep 12, 2018
Evidence
in process

CAS-TM focus

see workflow

CAS-TM work flow

NOT STARTED

Apr 28, 2018
Evidence
REACH, ILT-CAT Learning Walks-data, CAT binder

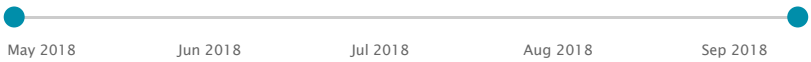
Strategy 5

NOT STARTED

Review Data from 2017-18 to determine appropriate Tier 2 and 3 decision rules for interventions."

Jun 18, 2018 to Aug 24, 2018 - Attendance Team

Status history



NOT STARTED

Sep 12, 2018
Evidence
SEL Team will address Q3

NOT STARTED

Apr 28, 2018
Evidence
Meeting notes and Tier 2 and 3 sections of Attendance Policy complete

NOT STARTED

Develop roles and responsibilities for 2018-19 school year Tier 2 and 3 Intervention Implementation and communicate to relevant stakeholders."

Jun 20, 2018 to Sep 07, 2018 - Attendance Team

Status history

NOT STARTED

Sep 12, 2018
Evidence
Data will be communicated at State of the School presentation

NOT STARTED

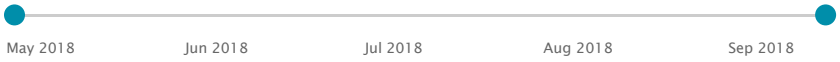
Apr 28, 2018
Evidence
Interventions outlined in Attendance Policy along with responsible parties. E-mail or meeting note evidence of communication with stakeholders.

NOT STARTED

Implement Tier 2 and Tier 3, research-based interventions 2018-19 school year."

Sep 04, 2018 to Jun 18, 2019 - Attendance Team

Status history



NOT STARTED

Sep 12, 2018
Evidence
SEL Team will address

NOT STARTED

Apr 28, 2018
Evidence
Attendance Team Notes, Data Sheets for tracking Intervention Implementation

NOT STARTED

Review data at the end of each quarter to determine intervention effectiveness. Compare to 2017-18 data to reveal progress."

Nov 08, 2018 to Jun 18, 2019 - Attendance Team

Status history

NOT STARTED

Sep 12, 2018
Evidence
SEL Team will send data to stake holders on 11/2/18

NOT STARTED

Apr 28, 2018
Evidence
Dashboard Attendance Data reviewed, Attendance Team Notes documenting progress

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new

provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy — Complete

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

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

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

The school will hold the annual and organizational meeting date: 9/25/18 at 6 and 6:30 respectively and advertise on the website, robo calls and through flyers sent home. The meetings for the year will be scheduled and placed on the Vaughn School door, website as well as sent home in newsletter.

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 continue to respond to requests through a quarterly Principal Parent Forum held prior to PAC meeting and prior to LSC meetings. The counselor and/or Principal and Assistant Principal will be available at PAC and BAC meetings to address requests of this nature. Topics of concern will be communicated to faculty, parents, students, and other stakeholders via the LSC PAC/BAC reports and faculty meetings and newsletters.Additionally, there are ongoing opportunities for parents to participate in SEL and Content Area Team 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.

This will be communicated through newsletters and the aforementioned vehicles. in the State of the School presentation on 9/11/18.Additional opportunities will include;but, not be limited to: Open House, Course Catalog-syllabi , School brochures and marketing plan, IEP meetings. School wide tours, High School investigation days, and participation and representation district high school fairs will be offered to prospective parent, students, and families, Strategic use of robo calls for target subgroups of students will also be implemented. The principal will share related information through email communication as well (for those parents who have access to email.

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

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

Schools will assist parents of participating 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.

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

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents 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.

As in SY2017-18, there will be parental training conducted by various entities such as: Bulldog Solutions, Advocate Medical/Developmental and other external organizations. The Parent Resource Room currently has a computer that is used by parents. Additional resources will be available as VOHS further develops the Parent Resource Room (i.e. informational packets related to areas of need).

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.

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

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.

This does not apply to VOHS.

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.

This will be communicated through newsletters and the aforementioned vehicles. in the State of the School presentation on 9/11/18.Additional opportunities will include;but, not be limited to: Open House, Course Catalog-syllabi , School brochures and marketing plan, IEP meetings. School wide tours, High School investigation days, and participation and representation district high school fairs will be offered to prospective parent, students, and families, Strategic use of robo calls for target subgroups of students will also be implemented. The principal will share related information through email communication as well (for those parents who have access to email.

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)

NA

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.)

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

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

Frequent SEL meetings and communication occur daily via: phone, email, in person conferences. Parent teacher conferences are held at report card pick up twice each year,multiple times during the week for IEP meetings, and as needed and requested by parents and teachers. All students have annual IEP meetings to which family members are invited.

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

Staff are available before and after school by appointment and during school if needed. Parents also have access to staff at IEP meetings and other community functions such as curriculum night and open house. Currently, there are Student Portfolios for each student with Performance Assessments and other artifacts available upon request.

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

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

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

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

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

During the 2017-18 school year, there has been an increased effort with regard to parent contact concerning attendance. Increased home visits have been implemented with varied results. Parents are receiving training and information with regard to attendance and social aspects of learning. Vaughn's attendance policy involves intensive communication with parents with incentives for good attendance and consequences for frequently unexcused tardy and absent students. Homework is supported by some parents and is not a priority issue at this time.

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

Schedules for the next school year are drafted with the case manager with teacher, parent, and student input. A formal educational plan is developed with parent participation each year. Each student at Vaughn has an IEP. Each parent has the opportunity to discuss individualized learning paths with their child's IEP team. SEL rituals are discussed with parents in planning meetings. The LSC with parents, external stakeholders (university partners and government officials) have determined that a Freshman through Transition construct is needed for some students and that VOHS should continue to provide this continuum of learning

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

This year, the LSC student representative was a planning participant in the Vision Statement revision and communication to the LSC. Various student groups inform SEL and Academic/Post Secondary efforts. Our SEL program establishes the need for socially valid behavior. Daily incentives are provided in each classroom and weekly incentives are provided school wide. The student council will begin to assist in the development of student input with regard to high interest curriculum activities. The Principal meets with the student LSC Student Representative to discuss social and academic concerns. Beginning SY2017-18, a Student Representative report has been added to the standing LSC agenda.

Parent Budget

Complete

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

The goals will be identified and voted on in the September PAC meeting inSeptember. VOHS would like guidance with regard to the requirement of parent compact-budget completion prior to the annual meeting.

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.	$ 797 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 266 .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** 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.	$ Amount	.00

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