

Jacqueline B Vaughn Occupational High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/08/2020	Bayliss, McNally, Anderson	Plan to integrate Cycle Work into CIWP
01/08/2020	Manseau, McNally	Update SEF for content area team analysis
01/30/2020	Manseau, McNally, Anderson, Tisch, Steier	Virtual to begin SEF MTSS input
01/31/2020	All faculty	Review Artifacts for Cycle Work and SEF
02/12/2020	LSC Chair-Student LSC Representative	Discussed parent plan and transition obstacles-areas of district support
02/20/2020	content area teams for root cause review	for root cause review strategy and action step development
03/05/2020	content area teams for action step development	action step development
03/10/2020	virtual SEL	SEF review, root cause analysis, strategy development
03/20/2020	LSC Chair	review parent compact, edit and revise to include technology in FACE component
04/20/2020	LSC Chair and PAC Chair discussed software, processing differences, access to remote learning, and students with ID and related disability	

Date	Participants	Topic
04/29/2020	content area teams	Content area teams met to plan for remote and physical classroom requirements for next year

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Cycle of Continuous Improvement , ILT, PPLC, content area team, curriculum specialist, LSC artifacts, custom metrics, Performance Assessments, newsletters and Vaughn Friday Staff Celebrations. Other evidence found here: <https://docs.google.com/spreadsheets/d/1oagBBeWXBHrJWv8A2FKPrAbWZvq6OaVQCTZe4lxfZg/edit#gid=1208244566/> 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.

- 3 - Structure for Continuous Improvement

- 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

<https://docs.google.com/spreadsheets/d/1oagBBeWXBHrJWv8A2FKPrAbWZvq6OaVQCTZe4lxfZg/edit#gid=1208244566> 100% teacher requests for supplies honored, extensive extra time allocated to teachers, removal of deadlines when appropriate, detailed and specific communication is intentional, strategic, and recursive aligning with CPS 5 year Vision and the the Vision of Vaughn OHS.
 ////////////////////////////////////// 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. In addition, the 501(c)3Friends of Vaughn contributes funds and activities for student and adult SEL and PLC events.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 4 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Performance Assessment custom metric, Teacher uploaded units, classroom activities, purchase orders for texts and blended learning, professional learning events-communities-communications
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)

- **Evidence:** Performance Assessment custom metric, Teacher uploaded units, classroom activities, purchase orders for texts and blended learning, professional learning events-communities-communications. 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 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. Students are given choices for projects. Students are engaged in small group discussions to present their reasoning to support their answers to experiments and when talking about their work. The Science team regularly presents new content at levels that are needed for students at their varying Oral Reading Fluency levels and their varying Listening Comprehension Levels. Students are grouped to promote maximum growth of speaking and listening skills. This means that instruction is delivered, practiced, and assessed within these groups, which are based on the students' varying levels of speaking and listening abilities. Also evident: Feedback is verbal/gestural/pictorial and done in a conferencing context = process differentiation Tasks are varied in rigor S.L. powerful Practice in use during Math.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:** Case for zero research in CTU updated grading policy, Dashboard On Track, Performance Assessment custom metric, Teacher uploaded units, classroom activities, purchase orders for texts and blended learning, professional learning events-communities-communications. Teams complete quarterly performance assessments to monitor students progress toward standard aligned unit objectives. Formative assessment and IEP progress monitoring is a growth area. Uses a variety of assessment types at multiple achievement levels to accurately assess students abilities.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)

- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Family Surveys and feedback, Counselor's Plan and Analysis, Clinical Team Meetings, IEP-Evaluation Metrics, IEPs, Powerful Practices, Performance Assessment custom metric, Teacher uploaded units, classroom activities, purchase orders for texts and blended learning, professional learning events-communities-communications
- 3 - Transitions, College & Career Access, & Persistence
 - 3 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 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
 - **Evidence:** See transition description, Post Secondary Artifacts (not exclusive to SQRP data), CORE Program, ICRE Program, Community Partners and Internships, Efforts of Counseling and Social Work Department. 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). Staffing for safety situations and Transition related activities needs to be considered beyond the usual 13:2 ration for super seniors involved iin internships and college programs (see Principal Tren Analysis sent each year).We are growing programs such as CORE - which is giving more college and career exposure CBIs that connect to jobs Occ related classes that focus on professional worlds after high school starting freshman year Provide in school work experiences IEP teams focus on providing parents information on outside agencies and other supports for transition to adulthood School transition fair BAC/PAC parent nights with information on transition Created new program at Wright

Quality and Character of School Life

- 4 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** SEL policies, professional learning, and custom metrics
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** SEL Team provides multiple opportunities for student voice (i.e. decorating themes for school) , empowerment and engagement. Student Council provides multiple opportunities for student voice , empowerment and engagement (i.e. making decisions about prom and other activities). Student Voice committee began this year and will hopefully partner with legislature to affect amendments in post secondary education. Student LSC Representative has worked with the Principal, Elected City Officials , and CPS Departments to: replace front of school with concrete for ADA wheelchair Access, installed

gender neutral bathroom signs, currently working on legislative advocacy for college access.

- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Multiple staff have been trained in safety care and best practices for students with intellectual and related disabilities. School wide policies have reduced opportunities for maladaptive behavior in the hallways and cafeteria. School Leaders frequently monitor areas of concern and provide direct student interventions daily.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Behavior team reviews Restorative practices implemented with reflection packets that focuses on strategies Incidents addressed individually based on student need All behaviors are documented using uniform data collection system All faculty are receiving training in Applied Behavior Analysis to address behavior proactively and positively In-house data review drives community supports, school based SEL support, and wraparound services Low suspension rate-high restorative practice rate. SEL Team provides multiple opportunities for student voice (i.e. decorating themes for school) , empowerment and engagement. Student Council provides multiple opportunities for student voice , empowerment and engagement (i.e. making decisions about prom and other activities). Student Voice committee began this year and will hopefully partner with legislature to affect amendments in post secondary education. Student LSC Representative has worked with the Principal, Elected City Officials , and CPS Departments to: replace front of school with concrete for ADA wheelchair Access, installed gender neutral bathroom signs, currently working on legislative advocacy for college access.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Tier3 student -family contact and supports are extensive and intensive: communication with hospitals and allocation of services is a small aspect of efforts. Transition Fair PAC/BAC meetings: robo calls, flyers, social media, website Events: two arts performances per year including music, art and culinary. Vaughn Fest Community/Families/School fair, Open House/Curriculum Night that exhibits culinary arts and art programs Language Support: Provide translators for all families, provide all written communication in English and Spanish Communicate with families proactively and frequently about class and individual activities and individual student's progress Open lines of communication, emails, phone calls, text messages, open door policy to meet the needs of families. Community in Schools liason on campus 4 times per week and multiple partnerships with community agencies that provide a variety of supports both in and out of school.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	3
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	4
3	Quality and Character of School Life: Family & Community Engagement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	loss of instructional time and low attendance
Root Cause 1	onset of symptoms of mental illness or manifestation of atypical response to environment, disability sensory manifestations, family situations, distance from school-transportation
Area of Critical Need 2	College vocational program-competitive employment enrollment and/or completion
Root Cause 2	lack of resources (funding, staffing at ratios not conducive to transition plans-goals in IEP) and difficulty accessing, developing, and sustaining individualized, robust transition programs (vocational-academic) for student diagnosed with intellectual and related disabilities
Area of Critical Need 3	instructional time or reduced access to curriculum and content (equity of access to rigorous-appropriate content)
Root Cause 3	need for continued increased content and product (assessment) differentiation, provide more curriculum and training resources to teachers

Area of Critical Need 4	increase opportunities for student advocacy and academic discourse using self and peer assessment and engagement strategies
Root Cause 4	need for continued development, implementation and evaluation of current school wide system aligned with CCSS S.La1 and RI a1-3 aligned with district efforts of Agency Authority and Identity
Area of Critical Need 5	loss of instructional time due to manifestation of developmental disability, severe mental illness, or environmental factors extending into the school culture (social media-physical interaction outside of school)
Root Cause 5	low resources for Tier 1,2, & 3 wrap around SEL, ABA, PBIS, and services treating Neuropsychiatric Disorders

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate We are committed to equity of access to HS programming.	African American		87.43	90.03
	African American Female		88.59	90.89
Vision: College Enrollment We are committed to equity of access to college programs and college completion.	African American		25.00	50.00
	Students with IEPs		25.00	50.00
Vision: Freshman On-Track We wish to maintain our focus of articulation and integration of new student into a rigorous and individualized learning path.	African American		100.00	100.00
	Students with IEPs		100.00	100.00
Vision: Early College & Career Credential Currently, there are not adequate opportunities for students with intellectual and related disabilities.	African American		25.00	50.00
	Students with IEPs		25.00	50.00
(Blank)				

Required metrics (Highschool) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (100% complete)

	2018- 2019 Actual	2019- 2020 Actual	2019- 2020 Goal	2020- 2021 Goal	2021- 2022 Goal
Performance Assessment Data: Summative UbD Unit All courses will have an end of unit Performance Task that is used to plan instruction, develop IEP goals, and to articulate progress between teachers, families , and community organizations.	90.00	98.00		100.00	100.00

Strategies

Strategy 1

If we do...	Continue to develop internship and college programs
Then we see...	increased equity of access to college and career opportunities
which leads to...	100% of Vaughn super seniors participating in college courses, vocational training, internships, and supported or competitive employment
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (On-Track) Request staffing to support travel and coaching for internships and college programs <p>Tags:Transition, College and career</p>

Strategy 2

If we do...	use differentiated academic-social- transition - vocational assessments (PAES, Performance Assessments , Brigrance, Interest Inventories, Soft skill inventories , formative CBAs, etc.) with fidelity
Then we see...	increased awareness of students' strengths, needs and interests
which leads to...	100% of students meeting IEP Goals and holding a comprehensive portfolio of competency based assessments used to plan and adjust instruction
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (On-Track) provide professional learning for administering and analyzing assessments Tags:Assessment design, Allocate funds, Odlss • (Not started) engage in analysis of learning walks with content differentiation , formative assessments and progress monitoring as the lens and develop leadership support goals and adjustments for next Cycle Tags:Plc, Data driven instruction, Common expectations • (On-Track) Use Cycle Metric to develop aligned research goals and requests for new learning Tags:Data driven instruction, Data analysis • (Not started) provide professional learning for administering and analyzing formative assessments Tags:Professional development, Allocate funds • (Not started) Math team will develop differentiated formative assessments with embedded feedback rituals and use case studies and student artifacts to assign appropriate IXL.com tasks. We will access the individualized IXL data to further differentiate across the entire math curriculum, not just limited to IXL.com work. Tags:

Strategy 3

If we do...	Develop and Implement family and community outreach initiative, increase student incentives and engaging activities
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Then we see...	increased family attendance at events and student daily attendance as revealed in the CPS 5 Year Vision data set
which leads to...	attendance increase for the following subgroups : African American composite 92.62% African American Female to 93.19% and African American Male to 92.29% in 2022
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) Use attendance plan activities , vendors (including ;but not limited to Bulldog Solutions and Let's Mentor) and school based family liaison contacts to increase attendance in the following subgroups: African American composite-87.43%;African American Female to 88.59%;African American Male 86.77% by 10/20. Tags:Attendance, Instruction, Individualized educational plans, Staff lead culture-building activities with students, parents and families (On-Track) Use attendance plan activities and family liaison contacts to increase attendance in the following subgroups: African American composite-90.03%;African American Female to 90.89%;African American Male 89.53% by 10/21. Tags:Attendance, Family and Community Engagement, Instruction, Individualized educational plans (Not started) Use attendance plan activities and family liaison contacts to increase attendance in the following subgroups: African American composite-92.62%; African American Female to 93.19%;African American Male 92.29% by 10/22. Tags:Attendance, Family and Community Engagement, Instruction, Individualized educational plans

Strategy 4

If we do...	provide professional learning and develop common expectations with regard to formative assessment and progress monitoring for IEP goal realization
Then we see...	increased data to inform instruction
which leads to...	100% of Vaughn students having a process and product to create and adjust their individualized learning plan and stage 2 of core course UbD units.
Budget Description	
Tags	

<p>Action steps</p>	<ul style="list-style-type: none"> • (On-Track) provide training for IEP goal progress monitoring and stage 2 formative assessments for core curriculum to 100% of Faculty Tags:Assessment design, Training • (On-Track) 100% of faculty will have developed and understood progress monitoring process Tags:Assessment policy • (Postponed) 50% of faculty will have met progress monitoring goals-policy Tags:Assessment data • (Not started) 75% of faculty will have met progress monitoring goals-policy Tags:Assessment data • (Not started) 95% of faculty will have met progress monitoring goals-policy Tags:Assessment data • (On-Track) Engage in the Cycle of Continuous Improvement for Content and Product Differentiation and use ILT CAT data to develop school and content area team goals Tags:Data driven instruction, Cycles of continuous improvement, Data anaysis, Iep implementation, English learner strategies • (Postponed) Analyze data from Powerful Practice ILT Learning Walks-report to community Tags:ilt effectiveness • (Not started) Analyze data from Powerful Practice ILT Learning Walks-Share at CAT meetings-Whole School PLC to include paraprofessionals Tags:Cycles of continuous improvement, Content area meeting • (On-Track) ELPT and Principal discuss purchased for English Learners, CAT members discuss content differentiation supply needs and make appropriate purchases as budget allows Tags:Budget & Grants, ODLSS: Cluster Programs
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Strategy 5

<p>If we do...</p>	<p>create and execute parent and community activities focused on social emotional learning</p>
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Then we see...	increase in parent/guardian social and emotional instructional and coping skills
which leads to...	A reduction of 10% in out of school suspension days and an increase in African American student attendance to 89% by June 20th, 2022.
Budget Description	
Tags	Family & Community Engagement, FACE2: Parent Engagement, OSCPA: Social/Emotional Support, OSEL: SEL Instruction, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> • (On-Track) Whole group SEL team will review current parent/community educational offerings and parent attendance data. Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists • (On-Track) Whole Group SEL Team will create a list of topics based on Behavior data from 2019-2020 to address common student skill deficits and/or instructional/SEL strategies and identify resources needed to implement restorative, responsive, and ABA aligned intervention system. Tags:FACE2: Parent Engagement, ODLSS: Service Delivery, OSEL: SEL Instruction • (On-Track) Develop a strategy to increase parent attendance during educational sessions, behavioral conferences, etc. that addresses the root causes of parent non-attendance. Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists • (On-Track) Create and execute at least 4 activities per year that involve parents in SEL education. Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists, OSEL: SEL Instruction • (Not started) Track parent attendance at educational sessions and implement incentives or alleviate parent barriers to attendance to increase participation. Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists

Action Plan

Strategy 1

On-Track Nov 12, 2020

Request staffing to support travel and coaching for internships and college programs

Feb 12, 2020 to Sep 10, 2020 - LSC, Leadership Team

Strategy 2

On-Track Nov 12, 2020

provide professional learning for administering and analyzing assessments

Apr 19, 2020 to Feb 10, 2021 - Curriculum Specialist, PPLC, ILT, Leadership. external partners

Not started Nov 12, 2020

engage in analysis of learning walks with content differentiation , formative assessments and progress monitoring as the lens and develop leadership support goals and adjustments for next Cycle

Mar 02, 2021 to Apr 02, 2021 - ILT, CAT, Leadership

On-Track Nov 12, 2020

Use Cycle Metric to develop aligned research goals and requests for new learning

May 06, 2021 to Jun 10, 2021 - Leadership, individual faculty, ILT, CAT, PPLC

provide professional learning for administering and analyzing formative assessments

Jun 17, 2021 to Jul 30, 2021 - Various Faculty, Leadership and External Partners

Not started Nov 12, 2020

Math team will develop differentiated formative assessments with embedded feedback rituals and use case studies and student artifacts to assign appropriate IXL.com tasks. We will access the individualized IXL data to further differentiate across the entire math curriculum, not just limited to IXL.com work.

Jun 01, 2020 to May 01, 2021 - Math CAT

Strategy 3

Not started Nov 12, 2020

Use attendance plan activities , vendors (including ;but not limited to Bulldog Solutions and Let's Mentor) and school based family liaison contacts to increase attendance in the following subgroups: African American composite-87.43%;African American Female to 88.59%;African American Male 86.77% by 10/20.

Jun 18, 2020 to Oct 05, 2020 - Attendance Team & LSC with district financial support

On-Track Nov 12, 2020

Use attendance plan activities and family liaison contacts to increase attendance in the following subgroups: African American composite-90.03%;African American Female to 90.89%;African American Male 89.53% by 10/21.

Oct 01, 2019 to Oct 10, 2021 - Attendance Team & LSC with district financial support

Not started Nov 12, 2020

Use attendance plan activities and family liaison contacts to increase attendance in the following subgroups: African American composite-92.62%; African American Female to 93.19%;African American Male 92.29% by 10/22.

Oct 10, 2021 to Oct 05, 2022 - Attendance Team & LSC with district financial support

Strategy 4

On-Track Nov 12, 2020

provide training for IEP goal progress monitoring and stage 2 formative assessments for core curriculum to 100% of Faculty

Jun 04, 2020 to May 05, 2022 - Clinical Team, ILT, CAT, PPLC

On-Track Nov 12, 2020

100% of faculty will have developed and understood progress monitoring process

Nov 05, 2020 to Feb 11, 2021 - All Faculty

Postponed Nov 12, 2020

50% of faculty will have met progress monitoring goals-policy

Mar 10, 2021 to Apr 07, 2021 - Faculty

Not started Nov 12, 2020

75% of faculty will have met progress monitoring goals-policy

Apr 12, 2021 to May 19, 2021 - faculty

Not started Nov 12, 2020

95% of faculty will have met progress monitoring goals-policy

Jan 10, 2022 to Feb 02, 2022 - faculty

On-Track Nov 12, 2020

Engage in the Cycle of Continuous Improvement for Content and Product Differentiation and use ILT CAT data to develop school and content area team goals

Jun 04, 2020 to Sep 08, 2021 - Leadership, ILT , CAT

Postponed Nov 12, 2020

Analyze data from Powerful Practice ILT Learning Walks-report to community

Nov 04, 2020 to Dec 02, 2020 - ILT

Not started Nov 12, 2020

Analyze data from Powerful Practice ILT Learning Walks-Share at CAT meetings-Whole School PLC to include paraprofessionals

Feb 11, 2021 to Mar 11, 2021 - CAT

On-Track Nov 12, 2020

ELPT and Principal discuss purchased for English Learners, CAT members discuss content differentiation supply needs and make appropriate purchases as budget allows

Oct 09, 2020 to Feb 02, 2022 - All Faculty

Strategy 5

On-Track Nov 12, 2020

Whole group SEL team will review current parent/community educational offerings and parent attendance data.

May 29, 2020 to May 29, 2020 - Whole Group SEL Team

On-Track Nov 12, 2020

Whole Group SEL Team will create a list of topics based on Behavior data from 2019-2020 to address common student skill deficits and/or instructional/SEL strategies and identify resources needed to implement restorative, responsive, and ABA aligned intervention system.

May 01, 2020 to Jun 22, 2020 - Whole Group SEL Team

On-Track Nov 12, 2020

Develop a strategy to increase parent attendance during educational sessions, behavioral conferences, etc. that addresses the root causes of parent non-attendance.

Jun 22, 2020 to Sep 30, 2020 - AP, Counselor, SSW

On-Track Nov 12, 2020

Create and execute at least 4 activities per year that involve parents in SEL education.

Oct 01, 2020 to Jun 15, 2022 - Whole Group sEL Team PAC BAC

Track parent attendance at educational sessions and implement incentives or alleviate parent barriers to attendance to increase participation.

Oct 01, 2020 to Jun 15, 2022 - Whole Group SEL Team PAC BAC

Fund Compliance

ESSA Program

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

The needs assessment encompasses the new SQRP metrics as well as all assessments in custom metric (UbD Performance Assessments) and standardized assessments relative to IEPs.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

Rigorous units of study comprise the CORE Curriculum as well as robust IEP goals both of which are aligned to state and common core standards.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Cycles of Continuous Improvement focus on the best practices of : student discourse through the lens of common core speaking and listening anchor standard 1 and a thorough analysis and implementation of differentiation (content, process, product, and environment).

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Vaughn engages internal and external stakeholders to provide mentoring, counseling, pupil services, college career awareness, and SEL services to realize the vision of advocacy, Independence and productivity. The 5 Year Cps Vision Portal was also used to identify a subgroup of at risk students for attendance. LSC, BAC, and PAC request services and provide services to at risk youth and families. throughout the year.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

Aggressive recruitment strategies are used to attempt to attract a diverse faculty. Social Media and other platforms are used to advertise vacancies. Options school and CPS talent augment the district tools for recruitment.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Cycles of Continuous improvement identify and implement professional learning with regard to best practices. Currently, VOHS is engaging in professional learning related to Differentiation.

Strategies to increase parent involvement, such as family literacy services.

Services requested by parents are offered through : PAC, BAC and at LSC and IEP meetings. Vaughn realizes this is a growth area and has included family engagement as a CIWP Priority-action step.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

does not apply

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

PPLC and other teacher teams identify and research various assessments for appropriateness and efficacy. The clinical team , including the psychologist, maintains a battery of diagnostic assessments that is used for every student at their eligibility determination meeting.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The CORE Curriculum is supplemented by individual goals identified in each students IEP which provides further specific assistance to be implemented.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Request for support in the areas of Transition and Vocational Training programs and staff will be requested of the district. Vaughn will continue to provide concrete-experiential vocational and transition activities via ICRE satellite program, CORE- Wright College Program and supported internships.

ESSA Targeted Assistance Program

Parent Involvement 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. Vaughn OHS will continue to collaborate with 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 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 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. Student Council will begin to focus on equity of access to college programs and work the LSC sub committee and Representative LaPoint and Chief of Staff Genova on this effort..

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.

DLM scores are communicated and discussed at IEP meeting or through a meeting at the parent's request.

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.

Letter and phone call. This will also apply to RSPs including Social Workers.

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.

All ESSA related content will be provided in Principal Community Newsletters and at IEP meetings.

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.

A Resource room has been developed and services and technology is available to family during the day. Individual assistance is provided by casemanagers or school leaders.

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.

Family engagement at the teacher level will be addresses through PERA-REACH Domain 4 conversations and faculty meetings and training.

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.

does not apply

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)

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic

achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

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. Curriculum -Assessment Mentor and Transition Specialist also develops and implements employment and CCC dual enrollment events that take place at colleges and businesses in the community.

We use a combination of direct instruction, small group/independent center work, and structured teaching to ensure all students have material that meets their academic and functional levels. UbD unit and lesson plans are designed with differentiation in mind and have accommodations, modifications, and visual supports built in. Through small group/independent center activities, students are able to access the concepts and material being taught in class at their own pace and level. Content area teams meet regularly to discuss student progress in the curriculum. The Curriculum/Assessment/Transition Specialist/Teacher Mentor offers options for differentiation, visuals, accommodations, and modifications when asked for support. Refer to Vaughn Curriculum description attached to row 3. Review action steps in CIWP with team. Review PA scoring and rubrics. Review metrics from internal learning walks (ILT cycles). Other progress monitoring, such as formative assessments and IEP monitoring.

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

Parent teacher conferences are held during report card pick up days (see CPS Schedule) and at various times throughout the year as each student has a comprehensive conference at the IEP-Eligibility meeting.

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

The school provides parents or guardians with frequent reports on their children's progress that include;but, are not limited to: Formative assessment feedback, summative assessment feedback, IEP goals progress reports, core academic progress reports, report card pick up conferences, IEP meetings and meetings scheduled by teachers and family.

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

Meetings are held at the teacher's -families' request, at IEP meetings, report card conferences, intermittent meeting due to academic, medical or SEL need.

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.

Volunteer opportunities are offered and approved on an individual basis for events, classroom specific activities, community events, and individual student parent events as needed or required.

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

This school will research the opportunities and obstacles for providing e learning for this student demographic. Frequent communication related to academic, vocational, athletic and SEL activities between faculty and families is encouraged.

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

Parents are afforded the opportunity to participate in the individualized learning path of the child at IEP meetings, PAC,-BAC-LSC meetings and other events related to this topic.

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).

There is a strong student voice component that drives the aforementioned rituals at Vaughn OHS.

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.

1005 of Vaughn Families will have the opportunity to attend multiple training events facilitated by teachers, software vendors, social service vendors, attorneys, and SSI professionals to build capacity for: remote learning, guardianship, benefits and post secondary-transition opportunities.

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.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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)	\$995.00

54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00