



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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01/19/2016	Ms. Hoffman, Ms. Oliver, Ms. Hays-Clarke, Ms. Kelly, Ms. Carole, Mr. MacMahon, Ms. Flanagan, Ms. White, Ms. Sparks	CIWP Introduction and Explanation
01/26/2016	Ms. Burns, Ms. Kelly, Ms. Carole, Ms. Spivey, Ms. Hays-Clarke, Ms. Sparks, Ms. Flanagan, Ms. Harrison	CIWP SEF workshop
02/02/2016	Ms. Burns, Mr. MacMahon, Ms. Carole, Ms. Oliver, Ms. Carroll, Ms. Sparks, Ms. Hays-Clarke, Ms. Flanagan	CIWP SEF workshop
02/09/2016	Ms. Burns, Ms. Carole, Ms. Hays-Clarke, Ms. Flanagan, Ms. Kelly	CIWP SEF workshop
02/16/2016	Ms. Burns, Ms. Carole, Ms. Kelly, Ms. Flanagan, Ms. Hays-Clarke, Ms. Sparks	CIWP SEF workshop/priority discussion
02/23/2016	Ms. Burns, Mr. MacMahon, Ms. Kelly, Ms. Flanagan, Ms. Sparks, Ms. Hays-Clarke, Ms. Carole	CIWP SEF workshop/priority discussion
03/01/2016	Ms. Burns, Mr. MacMahon, Ms. Kelly, Ms. Carole, Ms. Hays-Clarke, Ms. Spivey	CIWP priority and strategy discussion
03/08/2016	Ms. Burns, Mr. MacMahon, Ms. Sparks, Ms. Carole, Ms. Hays-Clarke	CIWP strategy discussion, developing action steps.
03/15/2016	Ms. Burns, Ms. Spivey, Ms. Kelly, Ms. Hays-Clarke, Ms. Sparks, Ms. Jameta Rogers	Finishing CIWP strategy discussion, adding action steps.
03/22/2016	Mr. MacMahon, Ms. Flanagan, Ms. Sparks, Ms. Kelly, Ms. Carole, Ms. Burns	Working on adding action steps, reviewing parent policy.
03/29/2016	Mr. MacMahon, Ms. Flanagan, Ms. Hays-Clarke, Ms. Sparks, Ms. Carole, Ms. Oliver, Ms. Burns, Ms. Kelly	Reviewing strategies, finalizing action steps and updating data
04/05/2016	Ms. Burns, Ms. Hays-Clarke, Ms. Kelly and Ms. Carole	Discussed Goal Setting Page, determined probable goals for student attendance and achievement. Action Steps completed.
04/12/2016	Ms. Hoffman, Ms. Kelly, Ms. Burns, Ms. White, Mr. MacMahon, Ms. Carole, Ms. Flanagan, Ms. Burns	Reviewing all of CIWP and finalizing.
04/26/2016	Ms. Burns, Ms. Hoffman, Ms. Hays-Clarke, Ms. Kelly, Mr. MacMahon	Review CIWP and strategies
05/03/2016	Mr. MacMahon, Ms. Flanagan, Ms. Hays-Clarke, Ms. Carole, Ms. Harrison	Review CIWP, discuss upcoming related PD
05/09/2016	Mrs. Burns, Mr. MacMahon, Ms. Sparks, Mr. Preabt, Ms. Kelly	Culture and Climate review
05/17/2016	Ms. Burns, Mr. Macmahon, Ms. Kelly, Ms. Carole, Ms. Spivey	Prioritize action steps
05/23/2016	Ms. Sparks, Ms. Hays-Clarke, Ms. Flanagan, Mr. MacMahon, Ms. Burns	Align action steps with prioritized focuses
05/31/2016	Ms. Sparks, Ms. Kazanecki, Ms. Flanagan, Mrs. Burns, Mr. MacMahon	Finalize alignment/paring down action steps
06/06/2016	Mr. MacMahon, Ms. Flanagan, Ms. Hays-Clarke, Ms. Carole, Ms. Harrison	Review of each foci - discuss possible PD related to these

06/14/2016	Ms. Sparks, Ms Hays-Clarke, Ms. Flanagan, Mr. MacMahon, Ms. Burns	Review resources, discuss possible vendors aligned with CIWP priorities
09/13/2016	Ms. Hays-Clarke, Ms. Benavides, Ms. Carole, Mr. Preabt, Mrs. Burns, Mr. MacMahon, Ms. Kelly, Ms. Sparks	Discuss school wide PD as it relates to Priority 1 and 2

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Instructional leadership team is all inclusive and teacher input and guidance is encouraged and promoted
 Vision/Mission statements were developed to establish a school culture that support the community both internally and externally.
 Vision and Mission are considered in school wide initiatives (Community Schools, PBIS, Grant seeking).
 "Learn Local, Think Global" is consistently used in formal and informal opportunities to champion and articulate our Vision.
 School leadership has initiated student council to establish and promote student voice
 Beta Club highlights and encourages student leadership
 Suggestion box is located outside of the office and checked regularly
 Administration team synthesizes the CPS Instructional Framework into tailor-made PD's that align with priorities mandated for the school. Administration works with teachers to align them with established, high-functioning systems within the school.
 Coaches have been hired to work with teachers to assist with personalizing PD and supporting teachers in having a voice in their own professional development and to set goals and targets for themselves
 Core values are reflected and reinforced through monthly assemblies and quarterly acknowledgements (individual recognition)
 Teams meet weekly in Vertical Team planning meetings
 We have a strong online presence and reach out to families and community through electronic media on a regular basis
 School improvement efforts have resulted in continuous improvement of school quality rating - school is now at a Level 1
 Instructional Leadership is prevalent in participation in both MTSS and ILT regular meetings
 Learning Walks are utilized to engage peer support and review for school-wide implementation of best practices.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ 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

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.

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ILT meets weekly to address school wide priorities
 ILT is accessible to all staff and teachers and uses an all-inclusive approach to guiding school priorities
 ILT addresses school challenges and concerns by discussing solution-based approaches
 ILT determines areas of need based on teacher, staff and student feedback wherever possible
 ILT reviews data and discusses multiple pathways to address strengths and weaknesses
 ILT regularly reviews relevant and current data to make determinations and pose questions as to causes and conditions
 ILT reviews CIWP bi-weekly - it is discussed, reviewed and revised as necessary

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Professional Learning:

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

Score

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Professional Learning is determined by current CIWP priorities
 Administration uses REACH competencies to determine school wide trends and areas of need
 Teachers are encouraged to pursue areas of growth and are offered supports, collaboration, coaching and resources
 School-wide culture and individual responsibility is a consistent theme in professional learning
 All teachers are afforded peer observation opportunities as well as PD and collaboration time where necessary
 Team structure is such that it provides consistent collegial support for newer teachers
 Coaches are used to provide individualized professional development in math, literacy, technology and classroom practices (funded by school funds)
 Professional learning time is paid for outside of the school day for IB MYP team
 Teachers attend Network 10 PD for CCSS implementation
 Partnerships are forming with other IB schools for peer support
 New teacher orientation was provided for new staff to acclimate them to the school, systems, procedures and policies

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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All budgeting decisions are made in alignment with current CIWP

High priority items (math and technology) have received both material resources as well as embedded coaching and PD - Math coach was provided for K-8 teachers, Instructional coach (Meister) will be providing PD as well as push-in coaching

Purchase of instructional materials is teacher driven based on student need

Software is purchased for remediation and enrichment purposes based on CIWP priorities

RtI blocks are scheduled and students assigned support staff to address student deficiencies

Schedules adjusted to accommodate IB instructional minute requirements in Design

Volunteers have been actively recruited to assist with students with learning gaps through tutoring

Available staff have been scheduled for reduced size reading classes as well as RtI intervention

5th grade students were reprogrammed into a single 5th grade and a 4/5 split to reduce class size and better meet the needs of all students

Case Manager works with administration to appropriately staff individual students requiring instructional and para support

Based on teacher input, a new math series was purchased for grades K-5

MYP math students are divided by RIT band proficiency into smaller, leveled math groups to better address student need

Administration supported teacher initiative to combine regular ed and Diverse Learners into blended classroom

3-5 grade band worked with various strategies to meet the divergent needs of their math students

School provides subs so that teachers are released to administer TRC/DIBELS

IB money from CPS as well as local funds are used to provide training both online and out of town for IB MYP staff

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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Curriculum rigor is a consistent focus of development and is still progressing
 Network PD in the CCSS has been delivered in both ELA and in Math
 NWEA, TRC and DIBELS data are all utilized to support student grouping and address student need
 Math resources were purchased to support a more robust and structured math approach in grades K-5
 Academic software has been purchased to be utilized in both remediation and acceleration in reading and math
 Web-based resources are used to extend learning beyond the classroom and address 21st Century college and career readiness
 School is investing resources in training MYP staff in IB curriculum so program can be fully implemented
 Curriculum is extended by a comprehensive before- and after- school program that includes academic tutoring and enrichment in the arts
 School has school wide SEL program (Second Step) for grades Pre-K - 8 that is implemented weekly and ties to our school wide PBIS program
 Art curriculum was added through seeking grants and allocating local funds to pay for an art position

Guide for Curriculum

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

in all content areas.

- Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

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Teacher preference for learning materials is taken into account for all material purchases
 Budgeting for teacher resources is dependent on teacher requests and expressed need
 ILT input is utilized in determining resources purchased for instruction
 Budgeting and resource purchases are aligned with CIWP priorities
 Flexibility and access for all students is considered when purchasing instructional materials
 Technology has been made a budgeting priority to ensure that all avenues to online instructional materials can be adequately accessed by teachers and students alike
 Math materials were purchased with teacher input and final decision making by instructional staff
 Gradual Release is used in order to scaffold student use of instructional materials
 Resources and materials are shared at PD and in Vertical Teams
 Lead 21 materials tie curriculum to non-fiction, real-life experiences and cover science and social studies content
 Reading series for upper grades was purchased with teacher input and final decision making by instructional staff
 Software has been purchased to supplement existing curriculum in reading and math (thinkCERCA, Discovery Education, SRA, Study Island, Math IXL, Think Through Math, Envision)
 Classroom library materials are provided by book fair revenue as well as Community School funds and other resources (grants, local monies)
 Art materials are purchased through School Arts Grant, Community Schools and local monies
 Healthy Schools grant provided playground and fitness materials
 Teachers seek Chicago Foundation For Education small grants as well as other grant resources to fund supplemental classroom materials
 Community Schools Grant provided robotics kits for science

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Student work has been discussed but there is no regular schedule for artifact discussions
 A protocol for cognitive demand is in place for IB as well as present in teacher PD
 Teachers regularly meet in vertical teams across grade levels to discuss curriculum and student performance
 Teachers are encouraged to showcase exceptional student work and produce exemplars to use as models for students and teachers alike
 Teachers attend Network training to support them in planning and executing rigorous student tasks aligned with the CCSS
 Instructional coaches (Generalist and Math Coach) are provided this year to support teachers in implementing rigorous curriculum and growing rigor in the classroom
 Classroom practices through GRR are reinforced as part of the academic culture, fostering student ownership and responsibility of their own learning
 Network PD focuses primarily on classroom tools rather than assessment and rigor in student work
 Teachers regularly utilize the CCSS "Blueprint" and graphic organizers for reading information and literature
 Knowledge Center Resources are regularly used to ensure students are being scaffolded appropriately into more rigorous thinking
 MYP classes use criteria referenced assessments in line with IB expectations
 Inquiry-based MYP conceptual units are tailored to be inclusive of all learners

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

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

Score

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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)

Differentiated math in small group instruction was created in order to better prepare MYP students for the rigors of h.s. algebra
 A major effort was initiated this year to reach out to families and educate them on the selective enrollment process, with administration and teachers contacting families to remind them of student choice, application and testing deadlines
 The MYP has a career day each year in the spring during which community professionals come to speak to the students about various career opportunities
 Students are informed of their test scores and encouraged to use their goal as motivation to achieve
 IB rigor is being supported and staff being trained to fully implement the program's high expectations
 The counselor meets with students and families to keep them informed of student's next steps
 Staff college achievement is celebrated with each teacher displaying their own college banner above their classroom doors
 Algebra is being planned for the school year 16/17
 High school fair is organized by school counselor annually
 SEL supports are provided to help students adjust to the pressures of a rigorous academic environment
 College and Career Readiness standards are an area of exploration for instructional use school wide
 MYP students matriculate into IB programme at Morgan Park H.S.
 Students analyze scores (NWEA/MAP) and set goals for improvement
 Student standardized assessment results are shared with families and possible next steps discussed

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

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The staff competency dashboard for Barnard in Domain 3 in the Framework for Teaching is 67% proficient and 33% were listed as distinguished (as of 2/16/16)

Teachers have been trained by OS4 and Network 10 in both GRR and CCSS application of best practices

"Trainers" have been designated through network sessions and teacher leaders return from training sessions to share resources and relevant strategies, applicable to school curriculum and best practices

Teachers discuss instructional practices at Vertical Teams and utilize peer feedback to address specific needs

Teachers are afforded opportunities to observe peers both in house and at partner schools

IB partnerships are pursued to assist teachers in building relationships with other IB educators to ensure that the IB program and instructional practices are applied with fidelity

IB Collaboration time occurs before and after school to align IB curriculum

Learning walks keep the ILT and teaching staff informed of implementation of practices and areas of strength and growth

REACH teaching framework guidelines (Domain 3) are used as guidelines to craft instruction

Math Coach enlisted to support teachers in inquiry based mathematics and alignment of instruction with CCSS demands

Instructional Coach (generalist) hired to work with teachers on multi-layered instructional needs - management, GRR implementation, CCSS rigor, assessment, student ownership, etc.

REACH results are monitored by administration to address possible areas of need for instructional support and PD

School surveys teachers for instructional needs as well as taking into account district wide requirements to ensure that teachers are adequately prepared to apply appropriate instructional practices

Students are progress monitored (below performers) to address specific student needs and target learning goals

Student data is utilized in programming students for specific instruction as well as determine reading groups and student need

MTSS is utilized on many levels - including in class, home supports as well as pull out, to ensure that all students are received appropriate instruction addressing their individual needs

Grade level outliers are programmed into higher or lower grade instruction, based on RIT band data as well as a in class performance

Diverse Learners are included in mainstream instruction, wherever possible

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.

- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; 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

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Tier 1 SEL program, Second Step, is implemented for all grades Pre-K - 8 with uneven consistency
 Tier 2 and 3 behavior supports are offered through CICO program and have expanded to utilize multiple staff members as mentors
 Targeted SEL group implemented by Universal Family Connection supports students in grade 3-5 with emotional issues
 6th grade emotional/social issues addressed by school counselor with specific full group instruction
 Data tracking is done through City Span to for benchmark at-risk students
 Teachers support MTSS by keeping track of data for individual students and regular updates with Counselor and Administration
 Available staff and volunteers work to support students with specific needs, small group instruction, and RtI tracking
 Barnard is one of 10% of CPS schools to achieve "Established" status as a Supportive School
 Administration and staff support and encourage academic growth, attendance and social emotional learning goals through incentives, clear messaging, assemblies and school wide expectations

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.

- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

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Teachers receive PD on assessment and grading
 Vertical teams discuss competencies and strategies to assess students at various levels
 Teachers meet in vertical teams to address assessment and classroom instructional tools
 TRC/DIBELS is used to screen and monitor K-2 students on below and well below status
 EasyCBM is used to monitor students on RtI
 Grading policy is published for all families and students in the student handbook
 PD involved grading mandates from Network 10
 School policy of 2 grades per week per subject is required
 Teachers are informed that gradebook should be kept current and students with apparent issues (consistent failure, uncharacteristic downturns in grades, abnormalities in grading patterns, etc) are addressed
 Parents are referred to teachers to discuss grade problems and teachers are encouraged to review student work with parents to help them understand student performance issues
 Grades and classroom performance are used to address placement concerns and shifts in student performance (that veer from initial NWEA RIT data)
 IB grading system is used for MYP students to ensure that families and students are informed of student performance based on IB parameters quarterly
 Progress reports are issued every 5 weeks to inform families of student progress
 Vertical teams met and aligned grade weighting
 Teachers have latitude in the form of assessments and type of grades issued
 School wide policy is in place that limits homework to 10% of student grade
 There is room to have deeper discussions with vertical teams about grading aligned with CCSS

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
CPS Framework for Teaching	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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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

Academic expectations are clear and spelled out in the student handbook
 Quarterly honor roll celebrates students who achieve
 Annual honors assembly showcases students who are consistent and hard working
 PD supports implementation of CCSS as well as IB guidelines
 Families are engaged as early as 5th grade in the Selective Enrollment process and disseminated information on the expectations for acceptance into SEHS
 Bumper stickers and medals are awarded twice a year for academic achievement
 Student competitions, such as spelling bee and science fair, are encouraged, publicized and honored
 IB programme emphasizes inquiry and student ownership as part of the learning cycle
 Many classrooms employ student self-assessment as a regular tool for students to engage in learning to gauge their knowledge and understanding as well as their effort
 Continual feedback is encouraged and expected from all teachers so that students are in a continuous loop of knowing where they stand and why - and what they can do to perform better
 Students in some classes struggle with work return and submitting high quality work
 Attendance is rewarded both class wide and individually with a prize drawing (bicycle, backpack) for perfect attendance and classes with the highest attendance earning cash and a pizza party
 Students who demonstrate exemplary Respect, Responsibility and Safety are awarded quarterly with a Shining Star Award
 Monthly assemblies that emphasize SEL school wide goals are held to introduce initiatives that help mold student behavior and create a productive climate
 Differentiation is prevalent in most classrooms, addressing specific student needs and learning modalities appropriately
 Most teachers understand that adaptive learning must occur in the regular education classroom to address students with special needs as well as students with unique approaches to learning

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.

- Recognize high levels of student achievement. All students receive recognition.
- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

Adults in various staff positions are CICO mentors, building relationships with students and families
 Teachers and students alike are held to the same expectations of Respect, Responsibility and Safety
 Beta Club spearheads student-lead orientations and welcoming activities for new students at the school
 SEL activities include older students mentoring younger students
 Student leaders are safety patrols around the building at arrival and dismissal
 Vertical teams and peers provide support for colleagues as well as serve as resources and mentors for other teachers
 Teachers are solicited for input on PD, school wide initiatives, needs for support, curriculum and other school wide interests
 Staff on the whole are willing to go the "extra mile" and assist in any activity or initiative that will help better the school or support our children and families
 Student-Teacher relations trust was one of our lowest areas of performance on the 5 essentials survey for 2015
 IB students are paired with adult mentors to help mold and design community projects to forge stronger functional relationships with adults in the school and neighborhood
 All employees, including support staff (custodial, security, parents, volunteers) support students in various ways given individual need (social/emotional, academic, mentoring, personal, etc.)
 School wide social emotional learning is focused on creating relationship of kindness and trust
 Off duty community police officers are employed by the school as security and help build relationships of trust with authority figures

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse**

community.

- Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
- Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Student council was established to give students a voice in the school
 Beta Club exhibits leadership and gives outstanding students an opportunity to provide service and support the school
 The Beta Club demonstrates leadership in contributing to the community by assisting with the Toy Drive, winter wear drive, the Penny War for Feed My Starving Children
 Classrooms were given the power of decision in determining their school wide service project during Kindness month
 IB Level 3 students are engaged in creating their final Community Project, providing them an opportunity to exercise civic responsibility
 The school has reached out to the community entities (BAPA, 19th Ward, and others) to provide avenues for student service as well as connect the school and its students to the community at large
 Student driven projects are encouraged and supported such as Student Council sponsored Earth Day celebration and school wide social events
 There is a culture of "open door" communication with adults in the school that encouraged creativity and contributions to the school environment
 The MYP students participate in the annual Beverly Breast Cancer walk as well as the Ridge Run
 After school programming is informed by student preference and interest

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.

- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

School consistently updates procedures and routines to ensure that all staff and students are appropriately informed. Student patrol assists with trafficking arrival and departure of students. Traffic patterns on Charles were adjusted by the school to secure the safety of students arriving in the morning. Teachers have received the district mandated ELSA training, required for all CPS schools. Teachers and staff have received Epi Pen training and/or Allergen Drill training. The school has implemented all required safety drills. The school has responded in an orderly and efficient manner to school wide emergencies and has been proactive in identifying potential emergency situations. This was confirmed by the first responders who assisted in an emergency situation and complimented our school in its effective and exemplary evacuation. Students with severe SEL issues are provided additional structure and SEL support (targeted behavior groups, individual mentoring, CICO) in order to maintain an emotional and physical safe space within the school and classrooms. Specific instructions and procedures, followed by most, are in place and when adhered to, help uphold a safe and orderly environment. The SEL program implemented school wide is Second Step. This is taught with fidelity in most classrooms. The 5 Essentials Survey indicated that some students perceive the school is not as safe as they want it. This perception needs to change. Potential dangerous situations have been addressed with proper protocol without escalation. Plans to solidify emergency resources in each classroom are currently in development.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).

- Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

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

1 2 3 4

Restorative approaches are implemented and documented, so as to track student misconduct progression. Data is used to determine students in need of additional supports or possible interventions. Counselor actively seeks students who are struggling and is consistently responsive to their needs. School psych and counselor work closely with teachers to help implement best practices and effective interventions to support students who are struggling with appropriate behaviors. Parent engagement is sought to assist with supporting students who are struggling with behaviors. CICO, time outs, buddy classrooms, office breaks are used to support students to "cool down" or to thwart outbursts or provide deescalation. Students with consistent conflicts are assigned a longer term solution that may involve a peer group, meetings with the counselor, family check ins, or other restorative measures.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.

- Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

Parent Mentor program instituted as a result of partnering with the Beverly Area Planning Association
 Outreach for the Parent Mentor program has also engaged several community members and parents as volunteers
 New parents are encouraged to volunteer and join existing parent programming
 The PAC has become exceptionally active and is providing programming that is appealing to a larger population of parents in the school
 The PAC math night had the highest attendance of PAC events to date
 Parent communication is reinforced and articulated with teachers to ensure that a continual loop of communication occurs (both positive and negative) so that families remain informed on student progress both academically and social emotionally
 Parents are requested to participate in behavior programs to partner with the school on supporting students with complex issues
 Best practices for parent communication are shared school wide and encouraged to keep parents informed
 Excessive absences and tardies are addressed directly to families from teachers, office staff and also administration to ensure that families are aware of the expectations of perfect, or near perfect, attendance
 Parent meetings are encouraged with students are struggling with behavior or academically. Administration is present when requested
 Many teachers reach out to parents through websites, newsletters and electronic media (Remind101)
 The school maintains an up-to-date website for parent communication as well as a weekly eNewsletter
 PTO involvement has room to grow in membership and involvement

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.

- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Relational Trust	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	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 Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Reading growth took an exceptional leap between 14/15 and 15/16. Steady and measured growth is expected as more consistent, solid implementation of the CCSS occurs universally.	55.00	85.00	86.00	88.00
National School Growth Percentile - Math				
Math growth was markedly significant between 14/15 and 15/16. This current year is an implementation year with a new foundational series and additional coaching support to ensure teachers are implementing a CCSS curriculum with fidelity. Marginal growth is expected, with a stronger growth in the following years once implementation is established.	10.00	58.00	59.00	63.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Growth is expected with an increase in rigor and higher expectations.	45.80	(Blank)	46.00	47.00
African-American Growth Percentile - Reading				
This reading growth mirrors the overall school percentile. Reading growth took an exceptional leap between 14/15 and 15/16. Steady and measured growth is expected as more consistent, solid implementation of the CCSS occurs universally.	55.00	85.00	86.00	88.00
Hispanic Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				

Diverse Learner growth took an exceptional leap last year with the hiring of new DL staff and an altered approach to DL learning. Moving forward, growth is expected to be incremental, yet steady.	(Blank)	95.00	95.50	96.00
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African-American Growth Percentile - Math

Student growth in this category aligns with overall school growth due to school demographics.	10.00	58.00	59.00	63.00
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Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00
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English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00
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Diverse Learner Growth Percentile - Math

Diverse Learner growth took an exceptional leap last year with the hiring of new DL staff and an altered approach to DL learning. Moving forward, growth is expected to be incremental, yet steady.	(Blank)	87.00	87.50	88.00
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National School Attainment Percentile - Reading (Grades 3-8)

After implementation year of CCSS, growth increased. Steady progress is expected with consistent implementation of Common Core curriculum.	49.00	74.00	75.00	80.00
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National School Attainment Percentile - Math (Grades 3-8)

After implementation year of CCSS, growth increased. Steady progress is expected with consistent implementation of Common Core curriculum.	18.00	37.00	39.00	45.00
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National School Attainment Percentile - Reading (Grade 2)

Staffing shift and movement to new curriculum contributed to downturn in Grade 2 performance. Steady and significant growth is expected.	80.00	10.00	25.00	35.00
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National School Attainment Percentile - Math (Grade 2)

Staffing shift and movement to new curriculum contributed to downturn in Grade 2 performance. Steady and significant growth is expected.	71.00	32.00	35.00	38.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

Growth is expected but an influx of seriously ill, medically fragile students has affected school attendance. Exception paperwork has been submitted and assistance requested for school Nurse to appropriately mark students "medically fragile" in SIM. Some students were not marked properly. Persistent, positively framed attendance incentives will continue as well as two-way communication with families who struggle getting their students to school.	95.70	95.70	96.00	96.50
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My Voice, My School 5 Essentials Survey

In the 2015 5 Essentials Survey, most areas were rated above average, except for "Supportive Environment". In this category, a low ranking was "Student-Teacher Trust", being given a "Less Implementation" designation. Although there was slight growth in this area (2 percentile points) moving from a "Low Implementation" to "More Implementation" would show necessary growth. It is anticipated that the Strategies and Action Items noted in this CIWP under "Culture and Climate" would support growth in this area and foster a stronger, more trusting bond between students and teachers.

Somewhat related to this category is "Academic Personalism." This was rated as "Less Implemented". Descriptors that indicate success in this category include teacher support for helping students understand material and catch up - the feeling that teachers will assist if the student is struggling. The school has already instituted new tutoring programs at all grade levels as well as ensuring that parent-teacher communication is consistent, timely and reliable when it comes to student success. Relying on the strength of establishing growth in Culture and Climate will support this, as well as the focus on Rigor in the second Framework Priority. The anticipation is that the school will experience growth in this area and move to the "More Implementation" rating.

Another portion of the same category notes that "Peer Support for Academic Work" warrants a "Less Implementation" rating as well. Noting the Culture and Climate Strategy section, it is hoped that a shift in a stronger culture of student ownership and student-driven instruction as well as strong student leadership school wide will support a stronger showing of peer support elements such as a dedication to homework, appropriate and focused classroom behaviors, peer tutoring and more. Moving another level to "More Implementation" would again indicate growth in this area.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Provide access to 8th Grade Algebra to all eligible 8th grade students.

Students will have improved mastery of algebraic mathematics.

Advanced placement in high school and more matriculation into Selective Enrollment High Schools.

Tags:

College Access and Persistence, Math curriculum, Differentiation

Area(s) of focus:

1, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Ensure that staff is appropriately certified for Algebra 1

Teacher/Admin

Apr 1, 2016 to Sep 1, 2016

Certificate

Behind

College Access and Persistence

Determine materials and, if necessary, make software and textbook purchases for instruction.

Teacher/Admin

Apr 1, 2016 to Sep 1, 2016

Textbooks, materials

Behind

College Access and Persistence

Determine criteria for student enrollment in Algebra 1

Teacher/Admin

Apr 1, 2016 to Jun 30, 2016

Criteria document

Not started

College Access and Persistence

Work in Vertical Teams to address pre-algebra skills in lower grades, building foundational student competencies in the necessary skill and knowledge base for future success in algebra.	Teacher/Admin/Upper Grade Math	Sep 1, 2016 to Jun 30, 2017	Lesson plans, student achievement on NWEA in algebraic thinking	On-Track
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Professional development, Mathematical practices

Strategy 2

If we do...

A transition plan from level 3 to level 4 IB MYP that articulates proficiencies necessary for students to matriculate prepared for an IB high school.

...then we see...

Teachers working with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation which all fall under the IB construct.

...which leads to...

More students matriculating into, and succeeding in, high school IB programmes.

Tags:

Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration, Project-based learning

Area(s) of focus:

1, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Collaborate with Beverly area IB/MYP coordinators, administrators and teachers to share IB best practices and to plan for local IB matriculation	IB Coordinator/Teachers/Admin	Apr 1, 2016 to Jun 30, 2017	Meeting notes, collaboration projects, involvement with other local IB MYP Programmes.	On-Track

Specialized Academic Programs - IB, Teacher Teams/Collaboration

Create class that instructs MYP students in " learning to learn" including skills in personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation which all fall under the IB construct.	IB Coordinator/Teachers	Apr 1, 2016 to Jun 30, 2017	Course syllabus, evidence of IB Learner Profiles and ATL's in student work	On-Track
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Specialized Academic Programs - IB

Educate students and families in earlier grades as to their options in high school including SEHS and IB DP programmes.	Admin/School Counselor/IB Coordinator	Apr 1, 2016 to Jun 30, 2017	Parent meeting agenda, student enrollment in IB and SEHS	On-Track
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Specialized Academic Programs - IB, College Access and Persistence

Parents and students will be taken on tours of local high schools and universities and prepared for the rigor and environment of secondary and tertiary education. To motivate students to prepare for their future.	Teacher/Administrators/ Counselors/Parent Involvement Committee.	Oct 1, 2016 to May 12, 2017	Student Written Reflections, Individualized Plans written with counselor	Behind
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College Access and Persistence

Develop work habits/organization and communication skills to eventually build independent, responsible learners.	Parents, Teachers, Staff	Sep 1, 2016 to Jun 2, 2017	We would show increased rates of homework completion, improving mastery of skills, improvement in academic attainment.	On-Track
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Specialized Academic Programs - IB, College Access and Persistence, Homework, Life skills

IB Community Projects will be initiated and completed by Level 3 Students as an important component of their transition from Level 3 to Level 4 in IB Middle Years Programme.	IB Coordinator, IB Teachers, IB students.	Nov 25, 2016 to Apr 28, 2017	Completion and presentations of community projects to a live audience.	On-Track
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IB criteria

Invite 6th/7th Grade Families to viewing and discussion of film, "Select-ed". Explain, as well, the Office of Enrollment website. Invite "Selective Prep" (high school profiles).	Administration, Counselor, Network 10 ISL, IB representative. PAC Officers.	Mar 31, 2017 to Jun 17, 2017	Flyers, Sign In Sheets	Behind
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IB, High school readiness, College and careers

Strategy 3

If we do...

...then we see...

...which leads to...

Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. And we continue to provide a wide array of arts, SEL, academic supports and enrichment activities where students are motivated and engaged.	Students utilizing intrapersonal skills, investing in school programs and clubs, setting goals, persevering in project completion and building confidence in their own abilities.	Increased attendance, increased levels of attainment, enrollment, parental involvement, and reduced mobility.
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Tags:

Arts, Curriculum Design, Attendance, College Access and Persistence, Community schools

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Expand after school programs that would create a wide range of experiences that appeal to student interests and ambitions and careers.	CSI Coordinator/Admin	May 31, 2016 to Jun 30, 2017	Enriched course schedule	On-Track

Arts, Community schools

Introduce Selective Enrollment options to students and families as early as 5th and 6th grade, inviting them to present to students to understand expectations for admission and how to achieve this.	IB Coordinator/Admin/School Counselor	Sep 1, 2016 to Feb 1, 2017	Increased enrollment in IB/SEHS	On-Track
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Specialized Academic Programs - IB, College Access and Persistence

Pursue school wide healthy mindfulness and fitness on a daily basis, instituting morning stretch/breathing and focus exercises.

PE
Teacher/Admin/Teachers

Sep 1, 2016 to
Jun 30, 2017

Daily schedule that accommodates integration of mindful fitness

On-Track

Specialized Academic Programs - IB, Student Health & Wellness

Faculty will collaborate in developing curriculum and implement Second Step (SEL) Training consistent. Training will focus on student choice, student directed learning, building comfort, trust, and a common language and authentic performance assessment that ties in with interpersonal and intrapersonal learning.

Teachers/Admin/IB
Coordinator

Sep 1, 2016 to
Jun 30, 2017

Student artifacts, peer observation, learning walk-through reports, PD agenda show reflection and data analysis as items to be reviewed.

On-Track

Curriculum Design, College Access and Persistence, Social emotional, Differentiated instruction

Use morning announcements as a platform to engage children in a meaningful message with relevant daily information (continent of the month, student PBIS incentives, color day, outside/inside recess, mindful reflection, student recognition). Limit "adult" announcements to one day per week.

Teachers/Admin

Sep 1, 2016 to
Jun 30, 2017

Student engagement during announcements. More student participation in school wide initiatives (PBIS, mindfulness, etc.) and awareness of school culture.

On-Track

Climate and Culture, Trust, Motivation

IB Community Projects will be initiated and completed by Level 3 Students so that these students discover skills required to persevere toward project completion. Students identify interests, goals and develop international awareness through this long term, collaborative project

IB Coordinator, IB
Teachers,
Volunteers and
members of the
community.

Nov 25, 2016 to
Apr 28, 2017

Completion and presentation of
Community Projects.

On-Track

Ib criteria, Culture and climate, Career readiness

School Community will engage in various school improvement projects- gardening, update/upkeep, painting, producing student art...modeling the service projects that become more formal in later grades. For example, Beta Club, Annual Art Auction, and Bike A Thon.

Teachers,
Administrators,
Parents and
Students

Nov 25, 2016 to
Mar 25, 2017

Students awarded community hours. Actual gardens and wall painting can be considered evidence of this work. Increased parental involvement through attendance at these events.

On-Track

Parental involvement, Community events, Culture and climate, Arts integration

Develop a Summer School Program in collaboration with the Beverly Art Center to discover personal talents and skills, identify career interests and engage our community, neighbors.

Administration, Staff, External Partner (Beverly Arts Center)

Jun 23, 2017 to Aug 2, 2017

Student Enrollment, Grant documents, Well-attended student performances, increase interest in after school programming in the fall.

On-Track

Partnerships, Fine arts, Community based learning, Arts integration

Strategy 4

If we do...

Create a culture that reflects a shared belief in the importance of learning and hard work.

...then we see...

Consistently high expectations for all students developing perseverance, providing opportunities for student directed learning and commitment to learning goals across disciplines.

...which leads to...

Increase in active participation, quality of student work and intrinsic student motivation.

Tags:

Core Instruction, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration

Area(s) of focus:

3, 1

Action step

Responsible

Timeframe

Evidence for status

Status

Provide PD in classroom differentiation so that teachers can address individual student needs and strengths.

Admin/Teachers, Network 10

Aug 29, 2016 to Jun 30, 2017

Learning walk documents, teacher lesson plans, student artifacts demonstrating differentiation, MTSS reports

On-Track

Core Instruction, Teacher Teams/Collaboration

Create independent student learners by effective application of Gradual Release of Responsibility

Admin/Teachers

Aug 29, 2016 to Jun 30, 2017

Peer observation, Learning walk documents, Prof. Development Agendas, Evidence of teacher examples-videos.

Behind

Core Instruction, Climate and Culture, Teacher Teams/Collaboration

Analyze Scope and Sequence for ELA and Math as these are comprehensive, CCSS based. Our Scope and Sequence should reflect a rigorous curriculum.

Administration/ Vertical Teams, ILT.

Aug 29, 2016 to Jun 30, 2017

VT agendas. ILT agendas. Completed/ revised Scope and Sequences based on student performance and teacher reflection. BOY and EOY data reviews by teacher teams. Formative assessments based on the CCSS standards. Purchase a Reading Series that aligns with the CCSS. Increase in On Track Rate to between 75 and 80%.

On-Track

Curriculum Design, Differentiated instruction, Progress monitoring, Ccss, Culture of learning, Academic expectations

Strategy 5

If we do...

Convey high learning expectations for all students and develop structures that enable

...then we see...

Students committed to completing and mastering student tasks, outward recognition of

...which leads to...

Improved grades and student performance

practice and perseverance for each individual student.

student compliance

Tags:

Climate and Culture, Academic expectations, Assessment, College and career, Rigorous instruction

Area(s) of focus:

3, 1

Action step	Responsible	Timeframe	Evidence for status	Status
Open house/beginning of the year homework and classwork expectations are clearly outlined and articulated	Admin/Teachers	Aug 22, 2016 to Sep 23, 2016	Open House agenda, Student Handbook, gradebook reviews to see percentage of assignments completed. Teacher Websites. Holding a homework rally and rewards for high performing groups- Sept. 27th, 2016.	Completed

Climate and Culture, Academics

Create a system of recognition of students who consistently complete their work	Teachers/Admin/PBIS	May 1, 2016 to Jun 30, 2017	Monthly awards, incentives for homework club, create a Board of "Proud Work"	On-Track
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Climate and Culture, Academics

Provide homework support through Community Schools	CSI Coordinator/Teachers	May 2, 2016 to Jun 14, 2017	Gradebook review, CSI participation	On-Track
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Climate and Culture, Community schools, Academics

Provide PD related to cognitive demand, rigorous tasks, differentiation of instruction	Admin/Teachers/IB Coordinator	Sep 1, 2016 to Jun 30, 2017	Artifact samples, lesson plans, peer observation, Learning Walk documents, Prof. Dev. agendas, utilization of the Hess matrices with a protocol.	On-Track
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Specialized Academic Programs - IB, Climate and Culture, Academics

Increase electronic presence via classroom websites, and outreach to engage more families and the community to support their student learning at home.	Admin/Teachers	Mar 1, 2016 to Jun 30, 2017	Data from website, attendance at important school events, parental involvement	On-Track
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Climate and Culture, Family and Community Engagement, Trust

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Ensure that staff is appropriately certified for Algebra 1</p> <p>Tags: College Access and Persistence, Math curriculum, Differentiation, College Access and Persistence</p>	Teacher/Admin	Apr 1, 2016	Sep 1, 2016	Behind
<p>✚ Determine materials and, if necessary, make software and textbook purchases for instruction.</p> <p>Tags: College Access and Persistence, Math curriculum, Differentiation, College Access and Persistence</p>	Teacher/Admin	Apr 1, 2016	Sep 1, 2016	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ Determine criteria for student enrollment in Algebra 1</p> <p>Tags: College Access and Persistence, Math curriculum, Differentiation, College Access and Persistence</p>	Teacher/Admin	Apr 1, 2016	Jun 30, 2016	Not started
<p>✦ Work in Vertical Teams to address pre-algebra skills in lower grades, building foundational student competencies in the necessary skill and knowledge base for future success in algebra.</p> <p>Tags: College Access and Persistence, Math curriculum, Differentiation, Professional development, Mathematical practices</p>	Teacher/Admin/Upper Grade Math	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✦ Collaborate with Beverly area IB/MYP coordinators, administrators and teachers to share IB best practices and to plan for local IB matriculation</p> <p>Tags: Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration, Project-based learning, Specialized Academic Programs - IB, Teacher Teams/Collaboration</p>	IB Coordinator/Teachers/Admin	Apr 1, 2016	Jun 30, 2017	On-Track
<p>✦ Create class that instructs MYP students in "learning to learn" including skills in personal behaviors, including persistence, engagement, work habits/organization, communication/collaboration, and self-regulation which all fall under the IB construct.</p> <p>Tags: Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration, Project-based learning, Specialized Academic Programs - IB</p>	IB Coordinator/Teachers	Apr 1, 2016	Jun 30, 2017	On-Track
<p>✦ Educate students and families in earlier grades as to their options in high school including SEHS and IB DP programmes.</p> <p>Tags: Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration, Project-based learning, Specialized Academic Programs - IB, College Access and Persistence</p>	Admin/School Counselor/IB Coordinator	Apr 1, 2016	Jun 30, 2017	On-Track
<p>✦ Parents and students will be taken on tours of local high schools and universities and prepared for the rigor and environment of secondary and tertiary education. To motivate students to prepare for their future.</p> <p>Tags: Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration, Project-based learning, College Access and Persistence</p>	Teacher/Administrators/Counselors/Parent Involvement Committee.	Oct 1, 2016	May 12, 2017	Behind
<p>✦ Develop work habits/organization and communication skills to eventually build independent, responsible learners.</p> <p>Tags: Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration, Project-based learning, Specialized Academic Programs - IB, College Access and Persistence, Homework, Life skills</p>	Parents, Teachers, Staff	Sep 1, 2016	Jun 2, 2017	On-Track
<p>✦ IB Community Projects will be initiated and completed by Level 3 Students as an important component of their transition from Level 3 to Level 4 in IB Middle Years Programme.</p> <p>Tags: Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration, Project-based learning, Ib criteria</p>	IB Coordinator, IB Teachers, IB students.	Nov 25, 2016	Apr 28, 2017	On-Track
<p>✦ Invite 6th/7th Grade Families to viewing and discussion of film, "Select-ed". Explain, as well, the Office of Enrollment website. Invite "Selective Prep" (high school profiles).</p> <p>Tags: Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration, Project-based learning, Ib, High school readiness, College and careers</p>	Administration, Counselor, Network 10 ISL, IB representative. PAC Officers.	Mar 31, 2017	Jun 17, 2017	Behind
<p>✦ Expand after school programs that would create a wide range of experiences that appeal to student interests and ambitions and careers.</p> <p>Tags: Arts, Curriculum Design, Attendance, College Access and Persistence, Community schools, Arts, Community schools</p>	CSI Coordinator/Admin	May 31, 2016	Jun 30, 2017	On-Track
<p>✦ Introduce Selective Enrollment options to students and families as early as 5th and 6th grade, inviting them to present to students to understand expectations for admission and how to achieve this.</p> <p>Tags: Arts, Curriculum Design, Attendance, College Access and Persistence, Community schools, Specialized Academic Programs - IB, College Access and Persistence</p>	IB Coordinator/Admin/School Counselor	Sep 1, 2016	Feb 1, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Pursue school wide healthy mindfulness and fitness on a daily basis, instituting morning stretch/breathing and focus exercises.</p> <p>Tags: Arts, Curriculum Design, Attendance, College Access and Persistence, Community schools, Specialized Academic Programs - IB, Student Health & Wellness</p>	PE Teacher/Admin/Teachers	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✦ Faculty will collaborate in developing curriculum and implement Second Step (SEL) Training consistent. Training will focus on student choice, student directed learning, building comfort, trust, and a common language and authentic performance assessment that ties in with interpersonal and intrapersonal learning.</p> <p>Tags: Arts, Curriculum Design, Attendance, College Access and Persistence, Community schools, Curriculum Design, College Access and Persistence, Social emotional, Differentiated instruction</p>	Teachers/Admin/IB Coordinator	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✦ Use morning announcements as a platform to engage children in a meaningful message with relevant daily information (continent of the month, student PBIS incentives, color day , outside/inside recess, mindful reflection, student recognition). Limit "adult" announcements to one day per week.</p> <p>Tags: Arts, Curriculum Design, Attendance, College Access and Persistence, Community schools, Climate and Culture, Trust, Motivation</p>	Teachers/Admin	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✦ IB Community Projects will be initiated and completed by Level 3 Students so that these students discover skills required to persevere toward project completion. Students identify interests, goals and develop international awareness through this long term, collaborative project</p> <p>Tags: Arts, Curriculum Design, Attendance, College Access and Persistence, Community schools, Ib criteria, Culture and climate, Career readiness</p>	IB Coordinator, IB Teachers, Volunteers and members of the community.	Nov 25, 2016	Apr 28, 2017	On-Track
<p>✦ School Community will engage in various school improvement projects- gardening, update/upkeep, painting,producing student art...modeling the service projects that become more formal in later grades. For example, Beta Club, Annual Art Auction, and Bike A Thon.</p> <p>Tags: Arts, Curriculum Design, Attendance, College Access and Persistence, Community schools, Parental involvement, Community events, Culture and climate, Arts integration</p>	Teachers, Administrators, Parents and Students	Nov 25, 2016	Mar 25, 2017	On-Track
<p>✦ Develop a Summer School Program in collaboration with the Beverly Art Center to discover personal talents and skills, identify career interests and engage our community, neighbors.</p> <p>Tags: Arts, Curriculum Design, Attendance, College Access and Persistence, Community schools, Partnerships, Fine arts, Community based learning, Arts integration</p>	Administration, Staff, External Partner (Beverly Arts Center)	Jun 23, 2017	Aug 2, 2017	On-Track
<p>✦ Provide PD in classroom differentiation so that teachers can address individual student needs and strengths.</p> <p>Tags: Core Instruction, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration, Core Instruction, Teacher Teams/Collaboration</p>	Admin/Teachers, Network 10	Aug 29, 2016	Jun 30, 2017	On-Track
<p>✦ Create independent student learners by effective application of Gradual Release of Responsibility</p> <p>Tags: Core Instruction, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration, Core Instruction, Climate and Culture, Teacher Teams/Collaboration</p>	Admin/Teachers	Aug 29, 2016	Jun 30, 2017	Behind
<p>✦ Analyze Scope and Sequence for ELA and Math as these are comprehensive, CCSS based. Our Scope and Sequence should reflect a rigorous curriculum.</p> <p>Tags: Core Instruction, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration, Curriculum Design, Differentiated instruction, Progress monitoring, Ccss, Culture of learning, Academic expectations</p>	Administration/ Vertical Teams, ILT.	Aug 29, 2016	Jun 30, 2017	On-Track
<p>✦ Open house/beginning of the year homework and classwork expectations are clearly outlined and articulated</p> <p>Tags: Climate and Culture, Academic expectations, Assessment, College and career, Rigorous instruction, Climate and Culture, Academics</p>	Admin/Teachers	Aug 22, 2016	Sep 23, 2016	Completed
<p>✦ Create a system of recognition of students who consistently complete their work</p> <p>Tags: Climate and Culture, Academic expectations, Assessment, College and career, Rigorous instruction, Climate and Culture, Academics</p>	Teachers/Admin/PBIS	May 1, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Provide homework support through Community Schools Tags: Climate and Culture, Academic expectations, Assessment, College and career, Rigorous instruction, Climate and Culture, Community schools, Academics</p>	CSI Coordinator/Teachers	May 2, 2016	Jun 14, 2017	On-Track
<p>✦ Provide PD related to cognitive demand, rigorous tasks, differentiation of instruction Tags: Climate and Culture, Academic expectations, Assessment, College and career, Rigorous instruction, Specialized Academic Programs - IB, Climate and Culture, Academics</p>	Admin/Teachers/IB Coordinator	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✦ Increase electronic presence via classroom websites, and outreach to engage more families and the community to support their student learning at home. Tags: Climate and Culture, Academic expectations, Assessment, College and career, Rigorous instruction, Climate and Culture, Family and Community Engagement, Trust</p>	Admin/Teachers	Mar 1, 2016	Jun 30, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Barnard has monthly PAC meetings. The president and delegates attend the network and city-wide meetings and report back to the PAC membership and the local school community. They follow the policy, procedures and timeline for elections, budget, parent plan, schedules and any required documentation. The administrative team will hold the Annual Title 1 Meeting and the PAC will provide input or revise the parent involvement plan.

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

At the beginning of the school year Barnard holds the Annual Title 1 Parent Meeting. During this meeting, the administrative team informs parents of the school's participation in the NCLB Title 1 program and invite parents to become active members of PAC and Title 1 programs. The PAC meetings are monthly and parents are encouraged to come and participate. PAC provide workshops for parents (e.g. Common Core Parent Meeting) during the school year. Other meetings are scheduled during Open House, Report Card Distribution, Math-Science and Literacy nights. Our meetings for next year will be decided upon during the June PAC meeting. The PAC normally meets on the last Tuesday of every month at 6:00 pm in room 204 or the Auditorium. * PAC changed the meeting date to the Third Tuesday of the month at our organizational meeting. The Annual Meeting for 2016-2017 was held on Wednesday, Sept. 28th at 6:00 p.m. The organizational meeting was held on Weds., Sept. 28th at 6:30 p.m. in the auditorium. We elected all officers with 12 parents and 3 staff members. We also elected a PAC liaison, parent who was past president to attend city-wide PAC meetings and bring back information.

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

During all workshops for Parents we provide training, tips, resources, strategies and best practices on how to academically help their child improve across all subject areas. Barnard has and will continue to offer basic computer skill workshops with parents. Barnard is also in the process of partnering with neighborhood and Community-based organizations to bring more services to parents. (We have applied for a Community School Grant). Due to additional funding received in May 2015, Barnard was able to set up a Parent Resource Room with some technology, equipment and materials. It is now fully operational and is used by parents on a daily basis.

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

Parents are encouraged to come and participate in Parent Advisory Council, PAC which meets monthly at Barnard. Also parents complete various surveys about the school and the curriculum. Parents have been encouraged to complete the "Five Essentials Survey". Parents have also been surveyed for suggestions on how to improve school communication, increase volunteer opportunities, and other important issues the school is facing. The staff and administration reviews surveys, feedback reports and use the data when planning programs, curriculum at the school. (Having this parent feedback gives us another, worthwhile perspective and helps us address deficiencies of which we might have been unaware.)

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.

Each child's NWEA/TRC and Dibels scores are sent home (individual reports). Also parents are invited to attend Common Core and other specified parent meetings to discuss their child's academic and behavioral performance. We present workshops on NWEA and PARCC as well as CCSS and home supports to help students achieve. We issue NWEA Student Profile reports when students are assessed. They are sent home to detail student progress. During these meetings teachers also discuss an action plan with parents to increase parental involvement and increase positive academic results for students.

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.

All of Barnard's teachers are highly qualified. However, if a teacher is not "highly qualified" during the 4 consecutive weeks as regulated then an official notice will be sent home to parents.

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

During PAC meetings, parent conferences, progress report and report card distribution days (with teacher conferences), PARCC, DIBELS/TRC and NWEA workshops, Our faculty assists parents in understanding the standards, assessments and how to monitor their child's progress on Parent Portal. The freed ILT members and administrators provide walk in training on how to use parent portal effectively. Administrators are also available to meet with parents to explain how testing works and clarify results for families if needed.

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

During all workshops for Parents we provide training, tips, resources, strategies and best practices on how to academically help their child improve across all subject areas. Barnard is also in the process of partnering with neighborhood and Community-based organizations to bring more services to parents. Due to additional funding received in May 2015, Barnard was able to set up a Parent Resource Room with some technology, equipment and materials. It is now fully operational and is used on a daily basis by our parent organizations and Parent Mentor Program.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners

in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

The importance of parental involvement and communicating effectively with parents will be (and has been) expressed during PD for the entire Barnard faculty. Through collective agreements, teachers will adopt techniques when communicating and involving parents. The tools for communicating will be conferences, phone calls, email, parent portal, letters and fliers. Additionally, more than half of the staff have adopted electronic tools like 'Remind 101' to keep parents informed. We have recently updated our website so that it is very parent-friendly and we are making use of this tool as an effective means of communicating and working with parents. This coming year, more training will be provided particularly to our ESPs in communicating with all of our partners- parents being a significant segment. The school releases a weekly eNewsletter to over 300 subscribers (parents, community members, stakeholders) with appropriate links so that all parents can remain informed. Just recently, the school also opened a Twitter account to disseminate information in an even more timely manner.

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

Barnard has a Pre-K program through the Office of Early Childhood Education. This program has a parent volunteer component and parents are mandated to come to the classroom and assist/volunteer during the school year. The PAC has supported a 'Build Your Own Book' Program in the Barnard Pre-K Program. This was very successful at bringing parents to the school to be engaged in their child's learning. Additionally, we invite parents to share their skills with the students. The most recent addition to our school is the Parent Mentor Program, where parents and immediate family members act as mentors and tutors within the school, supporting teachers and students.

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

All letters, meeting announcements, memos, phone messaging system and fliers are in the native language. We are making very regular use of the phone-calling system, hard copies of flyers and electronic messaging and our updated Barnard School website. An eNewsletter is release on a weekly basis on Fridays to over 300 subscribers. The Barnard Twitter account was just opened to assist the school in getting information out in a timely manner throughout the week.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact

Complete

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

The faculty and staff are committed to ensure that all students are actively engaged in a variety of learning experiences that enhances their learning (enhances their knowledge, skills and international mindedness). As a former OS4 School, our staff has intensive training related to Gradual Release of Responsibility and aligning curriculum to the expectations of the CCSS. In Network 10 Training our teachers become much more familiar with aligning instruction to CCSS curriculum and assessing appropriately. This training and faithful implementation of best practices is intended to provide high quality instruction and curriculum. As an IB School, the faculty aims to develop students' dispositions to become life long learners and working toward being world citizens and critical thinkers with high expectations for themselves and others.

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.

Report Card Pick up Conferences will be held in November and April (as per 2015-2016 School calendar). We anticipate that a similar calendar will be in place in the 2016-2017 and 2017-2018 school year. Progress Report Conferences are held in Oct., Dec., Feb., and May (as per 2014-2015 calendar). Teacher-Student-Parent Conferences can be held daily in the morning, during teacher prep periods and after school. Phone conferences are scheduled at the teachers discretion and during teacher prep periods. Parents may also request special conferences and we will find a mutually agreeable time to confer. Administration is available to participate in these conferences. Parents are notified of all the various conferences and opportunities to meet through the school's website "<http://barnardelementary.weebly.com>" as well as e-bulletins, phone messages, flyers, class websites and class newsletters.

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

Barnard will provide progress reports every 5 weeks and report cards every ten weeks(failure notice will be incorporated with progress reports). Additionally, parents who have students involved in special projects like the IB Community Service Project usually receive notices about progress, timelines every 3 weeks. Although, this is not asked, we do call on repeated absences when we see a pattern developing as we want to make the parent aware and we need the student in school to learn.

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

Teachers will be available for conference each day before school and everyday after school. Teacher and parents must agree on the date and time. Teachers can also meet with parents during their prep period. The Principal and Assistant Principal are available for conferences daily with advance notification. When meeting with administration, a conference appointment is best. Most classrooms now have class websites which allow parents to communicate digitally with the teacher to ask questions and to set up appointments as well.

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

Parents are encouraged and welcomed to volunteer in classrooms, go on field trips, and participate in a variety of schoolwide activities. Parents are asked to tutor small groups of students under the direction of the teacher. Parents who wish to volunteer must complete the volunteer information form and have a tuberculin test. Parents are always encouraged to volunteer. We recently have partnered with a parent community group (SWOP) and we now have a Parent Mentor Program that is allowing for parents to come in daily and volunteer some of their time. They do receive a small stipend and they are able to learn job skills. This program has been successful in increasing parent involvement in daily activities in schools. Parents can normally observe at any time in a classroom as long as they make an advance appointment.

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

The staff at Barnard provide parents with various workshops throughout the school year. Parents can assist in their child's learning by attending the 3 NCLB Parent Workshops on how to succeed with the new Common Core State Standards, the PARC exam, and building study habits. It is stressed in all communication with parents (and students) the importance of completing homework, coming to school daily and on time, attending the tutoring and before/after school classes regularly. Barnard did earn a Community Schools Initiative Grant and so does have funding to offer academic and enrichment classes before and after school. We encourage parents to support the school functions and make sure they use the strategies taught in the PAC workshops at home with their child. Electronic communication is more regularly used and allows parents to access information conveniently. We have been pushing for parents to get on Parent Portal and we provide opportunities at the beginning of the school year and during Report Card Pick Up Days to sign up with some assistance from our staff.

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 encouraged to come and participate in Parent Advisory Council, PAC which meets monthly at Barnard. Also parents complete various surveys about the school and the curriculum. Parents have been encouraged to complete the "Five Essentials Survey". They were also recruited to be in Parent Focus Groups as part of previous School Diagnostic Review . That process occurred twice a year for Barnard as an OS4 Network School and gave us invaluable information about what our parents liked and needed. This year, there will be an IB Evaluation and our parents will once again be a focus group. This will also help us determine next steps in our IB Programme. The staff and administration reviews surveys, feedback reports and use the data when planning programs, curriculum at the school. (Having this parent feedback gives us another, worthwhile perspective and helps us address deficiencies of which we might have been unaware.) Parents do have the opportunity to regularly discuss concerns, opportunities with the administration. Also, we have been inviting parents to participate in our ILT meetings as we build our 'roadmap' for the school in the coming years. We have just recently started a Parent Power Group which has the goal of engaging parents and creating a community that is supportive of our family and students.

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).

The parent, teacher, administration sign a contract in the our Student Agenda handbooks on a yearly basis. In this contract everyone states their responsibility for improved student academic achievement. This contract also includes attendance, homework policy, coming to class prepared, attitude/behavior and completing classwork. Students with good attendance participate in perfect/good attendance activities provided by the school, network and district. Our school has homeroom attendance prizes as well as individual prizes. Students on the Honor Roll receive schoolwide recognition and participate in the quarterly Honor Roll activities. Barnard is continuing its PBIS program. (Part of our overall MTSS strategy). In this program all students participate in activities promoting good behavior in and around the school. Students will be working toward being respectful, being responsible and being safe...tenets of our PBIS program. Students who are doing exceptionally well in behaviors, academic achievements and attendance are recognized in Shining Star Assemblies. We have seen an increase in appropriate behaviors and a more appropriate academic climate- academic achievement being the focus. (We have also noted fewer behavior concerns in Verify when compared with past years).

Parent Budget

Complete

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

Parent involvement will continue to grow with a focus on supporting students to be academically successful. Planned for next year will be more teacher-driven workshops as well as forums to support parent-teacher communication. Topics of workshops will include homework support, early literacy, upper grade homework support, software enrichment, math support, PARCC testing, preparing students for the rigors of the CCSS, educational opportunities in the students' home environment (i.e. kitchen science, social studies excursions, etc.).

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 566	.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.	\$ 300	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 420	.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)	\$ 250	.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.	\$ 200	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 100	.00
53510	Postage Must be used for parent involvement programs only.	\$ 0	.00
53306	Software Must be educational and for parent use only.	\$ 0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0	.00