Hiram H Belding Elementary School (/school-plans/25) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/06/2016	Key parent and ILT leaders	Vision and Mision work
01/15/2016	ILT leaders - Jones, Ronan, Yutzy, Singleton	SEL goals
01/20/2016	ILT meeting	Begin working on Framework
02/06/2016	ILT/ LSC leaders	revise vision and mission statement
03/01/2016	ILT leaders - Jones, Ronan, Yutzy, Zambrano	SEL priorities and strategies
02/24/2016	Administrative leadership team	SEL priorities
03/21/2016	Leadership team- work on CIWP; shared prioirity areas with ILT	ILT strategies
04/13/2016	Local School Council Meeting - LSC members given draft for review	draft for review
04/25/2016	ILT meeting - open for revision to draft	draft for review
05/11/2016	Local School Council meeting - principal presented final draft and accepted questions, comments, recommendations	draft for review

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

5 Essentials survey results - a strength at Belding is capitalizing on the leadership skills of the adults in the community (teachers and parents). Evidence is from who is leading professional development, committees, and leadership roles at Belding.

We have recently revised the Belding vision and mission statements (with buy-in for the new statements) and going forward there is opportunity to incorporate the school's core values, beliefs and priorities in guiding our work. There is also opportunity to develop more challenging curriculum to better engage students in rigorous and meaningful work.

One challenge is helping teachers to stay focused on what's most important to the school and not getting bogged down in any given initiative.

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

Instructional Leadership Team:

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

Score

1 **2** 3 4

The Belding ILT is made up of representative teacher/ leaders from every team in the school. The ILT practices transparency and reports back to grade level team meetings and uses agendas when we meet. The ILT makes school wide decisions about curriculum and instruction.

One of the areas for improvement at Belding is related to the ILT needing a clearer mission and vision for their work (and aligning the curriculum and instruction to the school mission and vision). Many "best practices" that are traditionally completed by ILTs at other schools are conducted in grade level team meetings at Belding. Given that our grade level teams are doing lively and productive work, we need to clarify the role and mission of the ILT at Belding.

Our ILT needs to reconsider school-wide learning cycles and protocols for on-going inquiry. If we continue our practices of offering differentiated learning cycles for different grade level teams, we need to build in ways for teams to share out their learning so that teachers can learn from and with each other from different teams.

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

1   2   **3**   4

Professional learning (PL) is both whole staff and differentiated to individual teacher needs. The principal alerts teachers of PD opportunities available to improve implementation of new practices and makes arrangements (within reason) for teachers to attend (pays fees, arranges for substitute teacher). Principal and AP conduct non-REACH observations to provide coaching and actionable feedback. Although we've identified performance and practice gaps, Special Education and English Language Learner professional development needs improvement

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1   2   3   **4**

At Belding many best practices are in place to maximize resources and to align them to the school priorities. Belding has designed a school day that meets the CPS instructional time guidelines to maximize instructional time. Our annual budget has been closely aligned to CIWP school priorities. Funds for curriculum and Professional Development are aligned to school improvement goals. Professional development days and Grade Level Team Professional Development are dedicated to on-going learning in these areas of improvement.

For personnel and hiring decisions, the administration works to build a pool of potential candidates and uses a collaborative process to interview and make hiring decisions with multiple staff members. The hiring team usually includes teachers from the grade/ team the potential candidate should be teaching with.

Belding maintains a wide network of community partners to deliver services to students and parents. Partnership examples: YMCA, Purple Asparagus, Ageless Eyecare, Windy City Theater, and many others.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Curriculum:

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

Score

1   2   **3**   4

At Belding we have some best practices in place for curriculum.
• The curriculum materials we use are strong in math, writing and reading.
• In most grade levels students are exposed to appropriate levels of text complexity.
• Most of our curriculum closely aligns to the Common Core State Standards and the CPS Curriculum Frameworks.

In several key areas we have opportunities to strengthen our curriculum:
• Alignment and mapping: Belding needs a comprehensive curriculum map to align vertically and horizontally all that we do with curriculum. We hope to use Edutect, a new mapping software that will be released in March 2016.
• Expand our use of Understanding By Design to:
- Further develop units for all subject areas to identify the essential understandings and big ideas.
- Better align assessments with the desired outcomes
- Incorporate more real world, problem solving and inquiry learning for students.
- Design instruction around comprehensive transfer goals.
We plan to integrate WIDA and SEL standards into our unit plans. In addition, students will apply classroom learning to the real world (Ex. service learning projects).

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1   2   3   **4**

> At Belding we are teaching using new, standards-aligned instructional materials in math and writing. Reference materials, such as Leveled Literacy Intervention kits, are readily available and circulated throughout the school. Technology is integrated in student learning experiences (RAZ Kids, Accelerated Math & Math Facts in a Flash, Compass Learning, Imagine Learning).
>
> The core reading and math materials at Belding include supports for the needs of students at different learning levels. Technology enhances student learning, and helps develop higher order thinking skills.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1   2   **3**   4

> Based on the 5 essentials feedback, teachers plan and assign tasks that are challenging for students. They require students to analyze complex passages and use text references. They focus on complex problem solving in math versus a strict fluency focus.
>
> Areas of improvement include creating opportunities for students to create authentic work for real audiences and showcasing qualities of strategic thinking. (Project based learning, inquiry based learning that connects students to real-world problems.)

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)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1   2   **3**   4

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

> At Belding School, the counselor and upper grade teachers work together for transitions to high school. Students and parents are offered multiple meetings, shadow-days, one-on-one conferences, assistance completing applications and other supports to navigate the high school transitions process. The counselor explains the different high school tracks to students and parents: CTE, magnet, selective enrollment, IB, etc. During library time students are expected to research high schools and careers.
>
> The school counselor organizes Career Day, and students use Naviance during the school day to explore careers and college. Middle School teachers use Executive Functioning lessons and techniques to help students develop academic and organizational skills needed for success in school (including goal setting, calendaring, breaking down assignments into steps, etc).
>
> We hold Back to Belding and kindergarten orientation events to assist with transitions for new incoming young children.
> We offer high school algebra to many of our 8th grade students.
>
> We could improve in the following areas:
> --showing 6th and 7th students how their grades and test scores are calculated into the high school admissions process
> --Better mapping and aligning the high school, college and career explorations into the regular curriculum.
> --scheduling college visits and high school fairs
> --transitions from services (e.g. ELL and SPED) and transfers

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	✓ 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	✓ 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	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1   2   **3**   4

All Belding teachers are proficient at instruction and communicate effectively the objectives of their units and lessons. They use proficient questioning and discussion techniques to deepen student understanding. Teachers K-8 offer targeted support for individuals and groups of students based on identified needs. Teachers regularly review current data (NWEA, F&P BAS, WTT, etc) and change instructional practices based on these results. Teachers require students to cite textual evidence to support or develop claims.

There is room for strengthening instruction in the following areas:
--increased use of Understanding by Design framework to enable students to identify big ideas and essential questions in each area of learning (making learning more relevant and engaging through inquiry and problem based learning).
--increased scaffolding of instruction to better challenge advanced, above-level students.
--increased depth of learning and instruction so that students can articulate the relevance of learning and to articulate big ideas/concepts from the units of study.
--strengthening strategies used K-8 for addressing the learning needs of ELL students.
--strengthen inclusion practices to support diverse learners in the regular education classroom

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1   2   **3**   4

> At Belding we have some best practices in place around providing a multi-tiered system of supports. We have in place routines and procedures for providing universal supports for struggling students. We identify students who are off track and provide interventions and supports for academic and social emotional concerns. We monitor students to track effectiveness of interventions and student responses to interventions. We use parent volunteers, support and ancillary staff to offer Leveled Literacy Instruction in small groups and to pull out students for targeted interventions.
>
> In several key areas we have opportunities to strengthen our MTSS practices.
> • Expand individual student profiles by expanding the Project On Target for grades 5-8.
> • Expand Tier One opportunities for students to advance upon demonstrating mastery.
> • Increase our frequency of the Problem Solving Process for students receiving Tier 2 and 3 interventions.
> • Strengthen our communication with students and parents at 5 or 10 week intervals about their progress toward goals.
> • Specify the action plan for students receiving Tier 2 and 3 interventions.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

Teachers are regularly using standardized results to drive decisions for Tier interventions and leveled instruction. They are creating assessments for diverse learners and English learners with accommodations and modifications. They use a variety of assessment tools. Teachers measure student progress and proficiency against a clear set of standards (Belding reading level goals by grade, RIT scores on NWEA, ACCESS proficiency, lexile levels) .

Areas of improvement include :
- Ensuring consistency across grade levels and content
- Develop a protocol to follow by EL and general education teacher to provide language and content area instruction to newcomers.
- Clearly define EL and SpEd grading criteria.
- Provide timely and useful feedback to using assessments to get instructional goals.

This is based on 5 essentials feedback with a low rating on "Worked with other teachers to develop materials or activities for particular classes" and "Gone over student assessment data with other teachers to make instructional decisions".

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
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

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

Score
1 2 3 **4**

We have done work around promoting a growth mindset with teachers and students. Evidence includes faculty professional development (presentations, article readings, etc.), student assemblies, student NWEA goal setting conferences, bulletin boards, and classroom observations. We have also adopted Developmental Design practices which promote student sense of belonging. We also have PLPs (Personalized Learning Plan) and CICO which allows us to monitor and support student academic behaviors. One area of growth is developing student ownership. We have seen gains in this area with the adoption of a new writing curriculum. The new writing curriculum provides students with choice, opportunities for self-assessment, initiating improvements and making revisions. We would like to see students take more ownership and demonstrate more curiosity in other subject areas. Our current work on inquiry may facilitate these growth areas.

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:

Score

1   2   3   **4**

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

We have done a great deal of work to build trusting relationships at Belding. We adopted a SEL curriculum to explicitly teach SEL skills. Teachers incorporate Developmental Designs & Responsive Classroom practices to build classroom community. Teacher leaders and our counselor have promoted SEL practices by leading professional development on district PD days (Second Step, DD & Responsive Classroom). Through PBIS, we have implemented Check-in/Check-out to connect students with trusting adults. CICO mentors build a positive relationship with students and do quick check-ins with students around academic and/or organizational needs. Teachers have also initiated reading/math buddies. The collaboration allows older students to mentor younger students. Our counselor leads lunch bunch as a way to connect students to each other and to a trusted adult in the building. Some teachers allow students to have lunch with them to get to know them better. Dozens of parents volunteer in classrooms. Twice each year the principal and Assistant principal conference individually with each student in grades 3-8 to discuss NWEA scores and individually set goals for student growth.

Our school has an International Fest each school year. Throughout the school year each class learns about a different country and the culminating event is the International Fest- over 25 languages are represented and 70 countries. Students are proud of their final projects and presentations and diversity is celebrated. The principal and assistant principal have presented about the value of diversity in school-wide assemblies.

To build relational trust among staff, we have established norms in grade-level teams. One norms is to assume good intention. Also, each GLT meeting begins with an inclusion activity. We have many teacher leaders who have expertise and they are able to share during PD and in GLT meetings. Also, teachers often talk informally about instruction. One area that we want to work on is more peer observations. We have uncovered that teachers like to be experts and it's hard to be a learner in front of peers. However, this is an area that we would like to develop a culture of trust in because it will promote teacher growth and student learning. We would like to create opportunities for students to more openly voice school concerns and are considering creating a student panel to listen to their concerns.

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> Our counselor provides opportunities for students to give feedback during her lunch bunch sessions. She regularly gets feedback from students and makes adjustments. Our 7th/8th grade Social Studies teacher provides students with the opportunity to engage in the democratic process by encouraging students to attend a LSC meeting. Students are allowed to voice concerns and provide solutions. We have had student council in the past and will consider initiating this student organization again. Several classrooms have tower gardens and are growing hydroponic vegetables which engages students in healthy eating.
>
> We want to improve by getting more feedback from multiple stakeholders specifically around school programming (Ex. Effectiveness of SEL curriculum and practices, etc.). In addition, we want to allow students to have more voice in school-wide decision making (Ex. Wellness, budget decisions- recess equipment needs, etc.). We also want K-8th grade classrooms to engage in at least 1 service learning project a year.

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

Suggested Evidence	✓ 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**

Belding takes many measures to ensure student safety (physically, socially, intellectually and emotionally).

Physical
We conduct regular safety drills (Fire, Shelter in Place, Lock Down). We also have established school-wide expectations - Be safe, Be respectful, and Be responsible (PBIS). Students and staff use this language. The expectations are posted throughout the building and teachers teach the expectations. There are safety procedures for allergies, medical concerns and students on field trips, emergency information in each classroom.

The arrival process has improved. We have implemented a drop and go program to alleviate congestion and improve safety. Parent volunteers welcome students daily and help them cross the street safety. Upon arrival students walk to supervised locations and they are provided with breakfast. We have breakfast in the classroom at our school. 5-8th grade teachers greet students at the door as they walk in each day. Ideally (if funds were unlimited) we would have a larger number of lunch and recess supervisors during each recess period.

Social & Emotional- Lunch bunch, Developmental Design,Responsive Classroom, Second Steps, CICO, reading buddies, greeters, bucket filling

Intellectual- Growth mindset, CHAMPS classroom management, modeling expectations

We would like to create a continuum of kid friendly goals that will help teachers integrate social emotional learning standards into classrooms.

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

Restorative Approaches to Discipline:

Score

1   2   3   **4**

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

We have established school-wide expectations (PBIS). These expectations are clear, posted and teachers model the expectations with students. Teachers acknowledge students who follow the expectations and reteach/model when expectations are not followed or if they need to pre-correct before transitioning to the next activity/environment. Our counselor, principal, assistant principal and several teachers have taken restorative conversations and/or restorative practices PD. The AP provided PD to grade level teams last school year and an overview of restorative practices during a school PD day. The implementation of this practice is evident in teacher conversations and discipline data. We have less suspensions and more conversations to get to the root cause. We also have utilized in-school suspension (ISS) for more severe behaviors that would have been an out of school suspension in the past. The AP has attended training to make ISS more productive and reflective for students. The introduction to restorative practice has been a mind shift, but staff members are beginning to buy into the benefit.

Areas of growth: SEL standards/practices embedded throughout the curriculum and evident in teacher practice and student behaviors throughout the school day. Teachers/staff frequently informing families about positive student behavior and encouraging students to think of appreciations to share with others. We also want to continue to work with staff to avoid power struggles by offering students choice and conferencing with students privately to address behavior concerns.

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 Measures	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses ✓ 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

1 2 3 **4**

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.

> The Belding parent group has a long history of involvement at Belding. Parents actively plan and implement school wide events that allow parents to participate in authentic and engaging activities. Parents have multiple opportunities to ask questions, raise concerns and give feedback (at the Second Cup of Coffee, school tours, and monthly parent meetings.). Parents also host events for other parents (play dates, kindergarten orientations, parent social events, family events) to share with other parents how to engage with the school.
>
> The Belding newsletter and web site includes information on how to use the parent portal to track student grades. Parents have easy access to parent handbooks and links to resources for supporting their children academically and socially.
>
> Belding staff welcome parent volunteers. Each week dozens of parents spend time in classrooms helping teachers and students. The school office and counseling staff initiate outreach to families in need of support through home visits, referrals for counseling and extra support,
>
> An opportunity exists to engage families in the school who come from countries where culturally families to not participate as actively in the day-to-day school operations. We need to consider how to explain and guide these families into learning the "Belding way" to be involved parents and to bridge cultural gaps.

Guide for Parent Partnership

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

- ○ **Provide proactive communication (e.g. parent handbook and resources).**
- ○ **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
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	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	[1] 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 [⊘]
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 [⊘]
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 [4] 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 [⊘]
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 [⊘]
3	Expectations for depth & breadth of Student Learning: Curriculum	1 [2] 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 [⊘]
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 [⊘]
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 [3] 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 [⊘]
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 [⊘]

4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘

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				
We expect our growth to rebound after a down year. Midyear NWEA results indicate better growth than last year. We have made significant adjustments to how we do literacy interventions at Belding and anticipate increased growth for our struggling students.	90.00	40.00	60.00	62.00
National School Growth Percentile - Math				
We expect our growth to rebound after a down year. Midyear NWEA results indicate better growth than last year.	61.00	44.00	60.00	62.00
% of Students Meeting/Exceeding National Ave Growth Norms				
47%	58.20	(Blank)	55.00	60.00
African-American Growth Percentile - Reading				
Our sub group of African-American student is not large enough to warrant analysis as a sub group	(Blank)	(Blank)	55.00	60.00
Hispanic Growth Percentile - Reading				
Expecting improved instruction and student results based on feedback and coaching strategies following EL audit. We have made significant adjustments to how we do literacy interventions at Belding and anticipate increased growth for our struggling students.	89.00	18.00	50.00	55.00
English Learner Growth Percentile - Reading				
Expecting improved instruction and student results based on feedback and coaching strategies following EL audit	(Blank)	(Blank)	50.00	55.00
Diverse Learner Growth Percentile - Reading				
Inadequate funding from CPS to fill teacher and teacher aid positions to meet all students' IEP minutes. This year with adequate staffing. We have also dramatically increase collaboration and inclusion practices.	(Blank)	1.00	30.00	40.00
African-American Growth Percentile - Math				
Our sub group of African-American student is not large enough to warrant analysis as a sub group	(Blank)	(Blank)	50.00	55.00
Hispanic Growth Percentile - Math				

Expecting feedback and coaching strategies following EL audit	58.00	34.00	50.00	55.00

English Learner Growth Percentile - Math

Expecting feedback and coaching strategies following EL audit	(Blank)	(Blank)	50.00	55.00

Diverse Learner Growth Percentile - Math

Inadequate funding from CPS to fill teacher and teacher aid positions to meet all students' IEP minutes. This year with adequate staffing. We have also dramatically increase collaboration and inclusion practices.	(Blank)	3.00	30.00	40.00

National School Attainment Percentile - Reading (Grades 3-8)

We have had fairly high attainment at Belding and set as a goal increasing numbers of students meeting national attainment percentiles. 68	83.00	68.00	72.00	74.00

National School Attainment Percentile - Math (Grades 3-8)

We have had fairly high attainment at Belding and set as a goal increasing numbers of students meeting national attainment percentiles. 72	73.00	72.00	75.00	78.00

National School Attainment Percentile - Reading (Grade 2)

We have had extremely high attainment results at Belding in our primary grades. 98	73.00	98.00	98.00	98.00

National School Attainment Percentile - Math (Grade 2)

We have had extremely high attainment results at Belding in our primary grades. 98	88.00	98.00	98.00	98.00

% of Students Making Sufficient Annual Progress on ACCESS

We continue to receive inadequate funding for ELL instruction, but several Belding teachers are obtaining ELL certification and we hope to see modest improvements. Some ELL students also benefit from Leveled Literacy interventions.	54.40	53.00	55.00	60.00

Average Daily Attendance Rate

We have implemented more aggressive strategies for tackling a few truant students. We also have a smaller population of Lydia Home children and this will improve our attendance.	95.40	95.10	95.00	95.00

My Voice, My School 5 Essentials Survey

Our goal is to score "Well Organized" on this survey results. We have developed specific action plans to strengthen our school and to address some areas of concern such as increasing opportunities for teachers to participate in peer observations and increasing our parent patrol to address safety outside of the school.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Identify cycles of inquiry that are time-bound	increased teacher collaboration, peer	Improvement on the "Conditions for ILT

| and developed from data, to guide the focus of our ILT's work. | observations, and co-development of instructional materials | Success" rubric (ILT self evaluating) |

Tags:
Curriculum Design, ILT

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create a document that clearly outlines the team's purpose and roles and responsibilities of ILT members	Principal and Resident Principal	Mar 31, 2016 to May 28, 2016	Word document	Completed

ILT

| Set a calendar for the ILT to meet at least twice a month | Principal and ILT | Jun 1, 2016 to Aug 31, 2016 | Google Calendar, agendas | Completed |

ILT

| Create a cycle of inquiry based on a school-wide initiative | Principal and ILT | Jun 19, 2016 to Aug 31, 2016 | Cycle of Inquiry document | Completed |

ILT, Tia, Cycles of professional learning

| Use a data cycle to monitor and measure the effectiveness of the implementation of cycles of inquiry | Principal, ILT, Grade Level Teams | Sep 5, 2016 to Jun 15, 2018 | Assessment data, Student work, Evidence from Walkthroughs, and Teacher Feedback Conversations | On-Track |

Data Use, ILT, Cycles of professional learning

| Disaggregate data for priority groups (e.g. English learners, diverse learners) in order to devise solutions to issues that arise based on root cause analysis informed by data | Principal, ILT, Grade Level Teams | Sep 5, 2016 to Jun 15, 2018 | English learner data, diverse learner data, student work | On-Track |

Diverse Learners, English Learners, Data Use, ILT

| Create grade level agendas during ILT meetings based on conversations and decisions grounded in relevant qualitative and quantitative data (e.g. assessment data, student work, evidence from walkthroughs, and teacher feedback conversations) | ILT | Oct 3, 2016 to May 25, 2018 | Grade level agendas | Behind |

Data Use, Teacher Teams/Collaboration, ILT, Cycles of professional learning

| ILT members plan grade level agendas by identifying outcomes and key questions and protocols to drive the grade level's work | ILT | Oct 3, 2016 to Jun 1, 2018 | Grade level agendas | On-Track |

Teacher Teams/Collaboration, ILT, Cycles of professional learning

Action step	Responsible	Timeframe	Evidence for status	Status
ILT members lead the grade level meetings and elicit teacher feedback after meetings (pluses and deltas) to then bring back to the ILT	ILT	Nov 1, 2016 to Jun 15, 2018	Grade level agendas, Pluses/Deltas feedback attached to agendas	Behind

Data Use, Teacher Teams/Collaboration, ILT, Cycles of professional learning
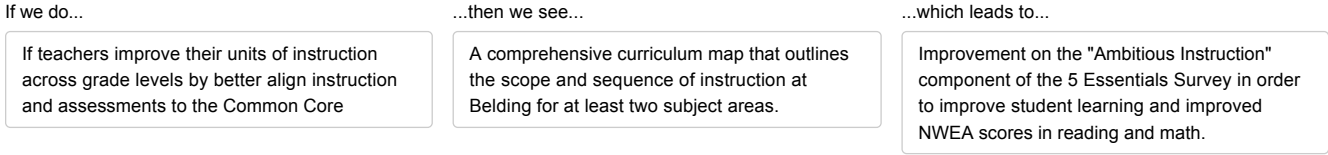
Monitor and measure the effectiveness of implementation of initiatives	Principal, ILT, Grade Level Teams	Dec 1, 2016 to Jun 1, 2018	Assessment data, Student work, Evidence from Walkthroughs, and Teacher Feedback Conversations	On-Track

Data Use, ILT, Cycles of professional learning

Cycle of inquiry around improving attendance	SEL team and attendance clerk	Sep 16, 2016 to Jun 15, 2018	Attendance data, conference and home visit notes.	On-Track

Attendance, Data Use, Cycles of professional learning

Strategy 2

If we do...	...then we see...	...which leads to...
If teachers improve their units of instruction across grade levels by better align instruction and assessments to the Common Core	A comprehensive curriculum map that outlines the scope and sequence of instruction at Belding for at least two subject areas.	Improvement on the "Ambitious Instruction" component of the 5 Essentials Survey in order to improve student learning and improved NWEA scores in reading and math.

Tags:
Curriculum Design

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Obtain curriculum mapping software and teachers learn how to use it	Principal and ILT	Jun 20, 2016 to Nov 4, 2016	PD agendas	Completed

Curriculum Design

New practice of teacher collaboration (in vertical teams) . Teams will share and revise curriculum maps across grade level teams: -Ensure that all Common Core standards are taught. -Map and coordinate which assessments belong in which quarter for reading and math.	ILT and grade level teams	Jun 20, 2017 to Jun 20, 2018	Revisions to Curriculum Map	On-Track

Curriculum Design

.The ILT and Administrators will use the Curriculum map to help teachers revise and improve units of study and assessments to increase rigor, better align vertically, better align unit plans and assessments to the Common Core	Administrators and ILT	Jan 30, 2017 to Jun 29, 2018	Revisions to Curriculum Map and Units of Study	On-Track

Core Instruction, Assessment, Project-based learning,

Curriculum

The ILT will develop a rubric for units of study and curriculum maps and use the rubric to give feedback to teachers and teams of teachers	Administrators and ILT	Jul 1, 2017 to Nov 3, 2017	ILT developed rubrics for Units and Maps	Not started

Curriculum Design, Cycles of professional learning, Curriculum

Teachers will interview and visit schools that are farther ahead of us on curriculum mapping to learn from them	ILT	Jul 1, 2016 to Dec 23, 2016	Interview questions	Behind

Teacher Teams/Collaboration, Cycles of professional learning

Teachers will incorporate Social Emotional Standards into new curriculum maps as they create new units of study to integrate SEL as part of units of study (not taught separately) as much as possible.	teachers	Jan 1, 2017 to Jun 1, 2018	SEL standards in unit plans	On-Track

SEL, Curriculum

Teachers will upload existing units of study into Unitplanner	teachers	Aug 5, 2016 to May 5, 2017	Units loaded into Edutect	On-Track

Curriculum

The ILT teacher leaders will review the curriculum map to determine areas for improvement (gaps) in order to develop action plans for cycles of inquiry for professional learning	ILT	Nov 1, 2016 to Jun 30, 2017	ILT agendas	On-Track

Cycles of professional learning, Leadership, Curriculum

Selected aligned reading and math assessments for special education to measure growth of students with disabilities	Special education teams	Jul 1, 2016 to Dec 2, 2016	Notes from Special Ed team agendas and progress monitoring results for students with disabilities	On-Track

Diverse Learners, Assessment

Teachers will incorporate WIDA English Language Development standards into units of study and lesson plans to better address the needs of English language Learners	ILT and grade level teams	Sep 1, 2016 to Jun 2, 2017	Units loaded into Edutect	On-Track

English Learners, Curriculum Design, Bilingual, Curriculum

Action step	Responsible	Timeframe	Evidence for status	Status
ILT will lead cycles of learning to better Align of homework, grading and unit planning expectations K-8. (revisiting work we've done before)	ILT and grade level teams	Apr 1, 2016 to Jun 1, 2017	School handbook and teacher handbooks	On-Track

Cycles of professional learning, Instructional practices, Curriculum

For math, reading and writing develop a comprehensive sequence of benchmark and formative assessments that better align to the CCSS and curriculum. Teams of teachers will calibrate and align their administration procedures and scoring.	Grade level team meetings	Sep 1, 2016 to Dec 15, 2017	Assessment results	On-Track

Assessment, Curriculum Design

Strategy 3

If we do...	...then we see...	...which leads to...
Launch student groups such as student council, student panels, student leadership clubs	Students with many opportunities to have voice in decision-making and students learning skills of self-advocacy, leadership, and student engagement in real-world problem solving	Improvement on the "Student-Teacher Trust" and "Ambitious Instructions" components of the 5 Essentials Survey in order to improve student learning.

Tags:
Curriculum Design, Climate and Culture, Family and Community Engagement, Project-based learning

Area(s) of focus:
2, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
(Re) Launch the Belding student council	School counselor and middle school teachers	Sep 1, 2016 to Oct 28, 2016	Calendar of student council meetings and agendas, school spirit days	Completed

Project-based learning

Set up a panel of student leaders for Social Emotional learning (student council will serve in this role)	School counselor and assistant principal	Sep 1, 2016 to Sep 30, 2016	Calendar of student council meetings and agendas, school-wide SEL initiatives and events influenced by students	On-Track

Behavior and Safety, Project-based learning

Curriculum development to include community connections, project based learning, real-world service projects and advocacy	Middle school team	Sep 1, 2016 to Jul 13, 2018	Every teacher at Belding will implement at least one unit of study that incorporates service learning or real world learning as reflected in their units entered on the school curriculum map	On-Track

Curriculum Design, Project-based learning

Workshops for special ed students in grades 7 and 8 to teach them about their IEPs and self-advocacy skills for navigating special education in middle school and high school	Counselor and SPED teachers	Oct 7, 2016 to Mar 2, 2018	agendas for workshop, 8th grade students attending IEP meetings (signatures on IEPs)	On-Track

Personalized Learning

Whenever school leadership (administration or teacher committees) is making school wide decisions, get feedback from students through surveys or focus groups to make sure their voices are heard and opinions are taken into consideration as we make decisions.	Teacher leaders and administration	Sep 1, 2016 to Jun 1, 2018	students survey documents	Not started

Climate and Culture, Leadership

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Create a document that clearly outlines the team's purpose and roles and responsibilities of ILT members Tags: Curriculum Design, ILT, ILT	Principal and Resident Principal	Mar 31, 2016	May 28, 2016	Completed
✚ Set a calendar for the ILT to meet at least twice a month Tags: Curriculum Design, ILT, ILT	Principal and ILT	Jun 1, 2016	Aug 31, 2016	Completed
✚ Create a cycle of inquiry based on a school-wide initiative Tags: Curriculum Design, ILT, ILT, Tia, Cycles of professional learning	Principal and ILT	Jun 19, 2016	Aug 31, 2016	Completed
✚ Use a data cycle to monitor and measure the effectiveness of the implementation of cycles of inquiry Tags: Curriculum Design, ILT, Data Use, ILT, Cycles of professional learning	Principal, ILT, Grade Level Teams	Sep 5, 2016	Jun 15, 2018	On-Track
✚ Disaggregate data for priority groups (e.g. English learners, diverse learners) in order to devise solutions to issues that arise based on root cause analysis informed by data Tags: Curriculum Design, ILT, Diverse Learners, English Learners, Data Use, ILT	Principal, ILT, Grade Level Teams	Sep 5, 2016	Jun 15, 2018	On-Track
✚ Create grade level agendas during ILT meetings based on conversations and decisions grounded in relevant qualitative and quantitative data (e.g. assessment data, student work, evidence from walkthroughs, and teacher feedback conversations) Tags: Curriculum Design, ILT, Data Use, Teacher Teams/Collaboration, ILT, Cycles of professional learning	ILT	Oct 3, 2016	May 25, 2018	Behind
✚ ILT members plan grade level agendas by identifying outcomes and key questions and protocols to drive the grade level's work Tags: Curriculum Design, ILT, Teacher Teams/Collaboration, ILT, Cycles of professional learning	ILT	Oct 3, 2016	Jun 1, 2018	On-Track
✚ ILT members lead the grade level meetings and elicit teacher feedback after meetings (pluses and deltas) to then bring back to the ILT Tags: Curriculum Design, ILT, Data Use, Teacher Teams/Collaboration, ILT, Cycles of professional learning	ILT	Nov 1, 2016	Jun 15, 2018	Behind
✚ Monitor and measure the effectiveness of implementation of initiatives Tags: Curriculum Design, ILT, Data Use, ILT, Cycles of professional learning	Principal, ILT, Grade Level Teams	Dec 1, 2016	Jun 1, 2018	On-Track
✚ Cycle of inquiry around improving attendance Tags: Curriculum Design, ILT, Attendance, Data Use, Cycles of professional learning	SEL team and attendance clerk	Sep 16, 2016	Jun 15, 2018	On-Track
✚ Obtain curriculum mapping software and teachers learn how to use it Tags: Curriculum Design, Curriculum Design	Principal and ILT	Jun 20, 2016	Nov 4, 2016	Completed

District priority and action step	Responsible	Start	End	Status
✚ New practice of teacher collaboration (in vertical teams) . Teams will share and revise curriculum maps across grade level teams: -Ensure that all Common Core standards are taught. -Map and coordinate which assessments belong in which quarter for reading and math. Tags: Curriculum Design, Curriculum Design	ILT and grade level teams	Jun 20, 2017	Jun 20, 2018	On-Track
✚ .The ILT and Administrators will use the Curriculum map to help teachers revise and improve units of study and assessments to increase rigor, better align vertically, better align unit plans and assessments to the Common Core Tags: Curriculum Design, Core Instruction, Assessment, Project-based learning, Curriculum	Administrators and ILT	Jan 30, 2017	Jun 29, 2018	On-Track
✚ The ILT will develop a rubric for units of study and curriculum maps and use the rubric to give feedback to teachers and teams of teachers Tags: Curriculum Design, Curriculum Design, Cycles of professional learning, Curriculum	Administrators and ILT	Jul 1, 2017	Nov 3, 2017	Not started
✚ Teachers will interview and visit schools that are farther ahead of us on curriculum mapping to learn from them Tags: Curriculum Design, Teacher Teams/Collaboration, Cycles of professional learning	ILT	Jul 1, 2016	Dec 23, 2016	Behind
✚ Teachers will incorporate Social Emotional Standards into new curriculum maps as they create new units of study to integrate SEL as part of units of study (not taught separately) as much as possible. Tags: Curriculum Design, SEL, Curriculum	teachers	Jan 1, 2017	Jun 1, 2018	On-Track
✚ Teachers will upload existing units of study into Unitplanner Tags: Curriculum Design, Curriculum	teachers	Aug 5, 2016	May 5, 2017	On-Track
✚ The ILT teacher leaders will review the curriculum map to determine areas for improvement (gaps) in order to develop action plans for cycles of inquiry for professional learning Tags: Curriculum Design, Cycles of professional learning, Leadership, Curriculum	ILT	Nov 1, 2016	Jun 30, 2017	On-Track
✚ Selected aligned reading and math assessments for special education to measure growth of students with disabilities Tags: Curriculum Design, Diverse Learners, Assessment	Special education teams	Jul 1, 2016	Dec 2, 2016	On-Track
✚ Teachers will incorporate WIDA English Language Development standards into units of study and lesson plans to better address the needs of English language Learners Tags: Curriculum Design, English Learners, Curriculum Design, Bilingual, Curriculum	ILT and grade level teams	Sep 1, 2016	Jun 2, 2017	On-Track
✚ ILT will lead cycles of learning to better Align of homework, grading and unit planning expectations K-8. (revisiting work we've done before) Tags: Curriculum Design, Cycles of professional learning, Instructional practices, Curriculum	ILT and grade level teams	Apr 1, 2016	Jun 1, 2017	On-Track
✚ For math, reading and writing develop a comprehensive sequence of benchmark and formative assessments that better align to the CCSS and curriculum. Teams of teachers will calibrate and align their administration procedures and scoring. Tags: Curriculum Design, Assessment, Curriculum Design	Grade level team meetings	Sep 1, 2016	Dec 15, 2017	On-Track
✚ (Re) Launch the Belding student council Tags: Curriculum Design, Climate and Culture, Family and Community Engagement, Project-based learning, Project-based learning	School counselor and middle school teachers	Sep 1, 2016	Oct 28, 2016	Completed
✚ Set up a panel of student leaders for Social Emotional learning (student council will serve in this role) Tags: Curriculum Design, Climate and Culture, Family and Community Engagement, Project-based learning, Behavior and Safety, Project-based learning	School counselor and assistant principal	Sep 1, 2016	Sep 30, 2016	On-Track
✚ Curriculum development to include community connections, project based learning, real-world service projects and advocacy Tags: Curriculum Design, Climate and Culture, Family and Community Engagement, Project-based learning, Curriculum Design, Project-based learning	Middle school team	Sep 1, 2016	Jul 13, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✛ Workshops for special ed students in grades 7 and 8 to teach them about their IEPs and self-advocacy skills for navigating special education in middle school and high school Tags: Curriculum Design, Climate and Culture, Family and Community Engagement, Project-based learning, Personalized Learning	Counselor and SPED teachers	Oct 7, 2016	Mar 2, 2018	On-Track
✛ Whenever school leadership (administration or teacher committees) is making school wide decisions, get feedback from students through surveys or focus groups to make sure their voices are heard and opinions are taken into consideration as we make decisions. Tags: Curriculum Design, Climate and Culture, Family and Community Engagement, Project-based learning, Climate and Culture, Leadership	Teacher leaders and administration	Sep 1, 2016	Jun 1, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

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.

During a summer planning meeting, leadership and members of the parent organizations at Belding will review the parent involvement plans and the parent compact. Currently we meet monthly and hold all parent meetings back to back: Belding Parent Group/ Friends of Belding, NCLB PAC and LSC. The bilingual advisory group prefers to meet separately. We plan to review our parent involvement plans, making adjustments and planning for improvements for the next academic year.

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

We hold an annual a Back to Belding night in August each year. At this meeting the principal will give an overview of parent involvement at Belding and the Belding parent groups (BPG/ FOB, PAC and BAC). We will announce and send flyers for our annual organization meeting (held September 14, 2016) inviting parents to be involved in planning for parent involvement. At the Back to Belding night and at the annual meeting (September 14, 2016), parents will receive the parent compact, meeting dates and times, invitations to participate in the parent groups, and invitations to participate in parent training opportunities. Regular reminders of these opportunities will be sent through the weekly newsletters, the school e-mail list, and the school web site. We also use Facebook to communicate news for parents.

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.

At the Back to Belding night and at the September annual parent meeting, information will be given to parents about the curriculum, the assessment tools we use to measure student progress (F&P reading level or Lexiles, NWEA MAP,ACCESS, etc.) and the proficiency levels students are expected to meet. We will overview the Title One and SGSA expenditures at the school.

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.

At Belding open parent meetings (held monthly) the principal and leadership of the parent organizations are in attendance and offer time for input, ideas, suggestions and questions. Responses are given immediately, or leadership offers to consider and get back to suggestion at a subsequent meeting.

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.

Triennially, parents are send benchmark results (BAS and NWEA) results in reading and math. PARCC results are sent home as soon as they are available.

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.

Per NCLB guidelines, written notifications will be sent to parents when their child is taught by a teacher who is not highly qualified.

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.

At Grade Level Curriculum Nights, teachers will offer workshops for parents explaining the academic content standards (state and Common Core), achievement tests, and how to monitor their child's progress with Parent Portal and regular communication with the teachers.

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.

Information is provided to parents through the school web site, monthly newsletters, and weekly emails. Parents are provided information on how to use the parent portal, and at grade-level curriculum nights parents learn how to help their children improve academic achievement. Parent involvement opportunities are also discussed at the monthly parent meetings.

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.

At Belding, all of the staff value parent contributions and effectively reach out to, communicate with and work with parents. The Belding principal and mentor teachers will educate all new staff members in how to build these ties with parents. At annual Professional Development, a short session on utilizing parent volunteers will be presented to all staff.

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.

The parents of preschool students who attend Belding are invited to attend all parent meetings and events at Belding.

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.

> To the extent possible, essential communication is translated into home languages. Documents translated include report cards, progress reports, and key letters. At Belding School more than 20 different languages are spoken by our families, and it is not feasible to translate into every language every document.

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.)

> Our Vision: Joyful, inquisitive learners who care for and contribute to our community.
>
> Our Mission: The Belding community works and dreams together to inspire, cultivate and engage the hearts and minds of our diverse students, families and staff.

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.

> Bi-annual report card conferences in November and April. Back to Belding and Grade Level Curriculum Nights in August and September.

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

> Quarterly progress reports and tri-ennial benchmark assessment reports.

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

> Parents will be given staff e-mail addresses. Parents may also call the school and request a meeting which will be arranged when the teachers are not teaching (usually before or after school).

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.

> At Belding there are three routes to volunteering in classes: 1) parents may participate in BPG/FOB activities which involve classroom volunteering. By attending parents meetings, parents will receive invitations to volunteer with special projects or activities. 2) Each teacher extends an opportunity for parents to volunteer regularly or for special class events. These opportunities are communicated at Back to Belding night and through emails and weekly class newsletters. 3) Some parents approach the office directly and offer to volunteer. The principal and AP make connections between parents and teachers if help is needed.

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

> Belding parents will support their children's learning in the following ways:
> • My child will read with an adult or be encouraged to read independently each day.
> • My child will complete all homework assignments given by school instructors and will be encouraged to ask for help when it is needed.
> • My child will arrive at school on time, well rested, and prepared for a full day of instruction and learning.
> • My child will treat teachers and fellow classmates with respect and compassion. I will make positive behavior the expectation in my household.
> • My child will graduate from high school and will understand the importance of a strong education in determining future success.
> • I will encourage my child to dream big and always give 100 percent effort.
> • I will treat my child's teachers as a valuable resource and work with them to support academic improvement and classroom behavior expectations.
> • I will monitor my child's academic growth and stay as involved as possible in my child's education. I will let the teacher know right away if I notice any problems.

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

> Belding parents will participate in decisions relating to the education of their children by attending the monthly Parent Meetings (LSC, BPG/ FOB, NCLB PAC).

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).

> Belding students will share the responsibility to improve their academic achievement by:
> • Doing homework every day and asking for help when needed
> • Reading at least 30 minutes every day outside of school time.
> • Giving to my parents or guardians all notices and information received by me from the school every day.

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.

> Increase parent involvement and capacity for supporting students in academic achievement and social emotional health

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.	$	0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	500	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	770	.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)	$	500	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	0	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	0	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	770	.00
53510	**Postage** Must be used for parent involvement programs only.	$	500	.00
53306	**Software** Must be educational and for parent use only.	$	0	.00

| 55005 | **Furniture and Equipment** | $ | 0 | .00 |
| | Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | | | |