Myra Bradwell Communications Arts & Sciences ES (/school-plans/35) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/28/2016	McCottrell, Leuck, Wade, Farmer, Patlajan, Shereyk, Miller-Little, Telander, Strange-Evans, Carothers	SEF and Priorities
03/30/2016	McCottrell, Leuck, Farmer, Patlajan, Shereyk, Miller-Little, Lovett	Potential Actions for Each Priority
03/17/2016	McCottrell, Leuck, Farmer, Patlajan, Shereyk, Miller-Little, Wade, Lovett, Brown	Teacher Team Scoring of the SEF

04/08/2016	McCottrell, Wade, Farmer, Patlajan, Miller-Little, Shereyk, Telander, Leuck	Strategy and Action Planning
04/27/2016	McCottrell and Brown	Parent Planning
04/28/2016	McCottrell and PAC	Presenting CIWP to Parents

School Excellence Framework

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

> All meetings and correspondence has the school's mission and vision embedded in/on it. Principal makes sure the school vision and initiatives are understood by the teaching staff but fall off with ESP and parents. Principal puts in place the ILT and mentor teachers to help accelerate the teachers teaching practice and leadership. During pre and post conference for reach, use framework. Newsletter hosts focuses for each classroom. Monthly newsletter, website and the Bruinews reiterates the mission and vision. Always using coaching cycles, focus of cluster meeting, and diving deep in ENGAGE lessons and identifying the high leverage areas. Small group work in improving our practice. Areas of growth: Helping teacher across the building leads to something that happened or will happen in ENGAGE. Need to work on making sure you know the entire year what we will be covering in our classroom with ENGAGE. Staff shares the vision of the school and understand what they are gearing students towards
> School needs more real world college and career opportunities that align with the vision and mission of the school
> Establish and stable ILT
> Some staff needs to work towards effectively and consistently implementing the vision in their daily practice
> Teachers need more decision making power.
> Administration needs to limit school improvement goals to a few high leverage activities
> Staff uses the framework for teaching to support instructional growth

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

ILT developed a roadmap for small group instruction.
Classroom visits, PD, Every department is represented, Grade level meeting, ILT PD, filled out ILT Effectiveness Tool.
We have a team lead for each grade level. New teachers have a mentor. We consistently communicate any tasks to our teams.
Not vocal and sharing true feelings. ILT being involved in the leadership role more than the learner role. Not having enough people as a voice. Teacher not on MTSS need to be involved in other things and follow through with it.

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

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

Weekly cluster meeting
Conduct frequent non-reach observations
School needs to consistently conduct peer-to-peer observations & better structure
Most new teachers have a mentor teacher--needs more consistency across teachers
School needs to better integrate new teachers into the school
Teachers have ample time to engage in new curriculum
Teachers have ample professional development opportunities based on their needs
Network coaches in the building to provide feedback and model
Network has professional development to support implementation of the curriculum
More teachers need to take advantage of the professional learning opportunities.

Guide for Professional Learning

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

Evidence, Measures, and Standards

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?
	✓ PD agendas, PD feedback surveys
	✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth
	✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders
	Collaborative Teachers
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

ENGAGE NY
Guided reading library's, online subscriptions to math and literacy websites, manipulatives, Literacy by design, Second Step, Superheroes, Chicago Bar Association
Need more DL staffing
Need more implementation of resources for restorative practices and attendance. (Not just incentives)
Implement more strategies to increase retention

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

Mandated curriculum (EngageNY) is aligned to the common core state standards
All students exposed to opportunities to grade appropriate level of text complexity and all content areas
Curriculum has a unifying big idea
Teachers submit weekly lesson and quarterly unit plans
Scaffold curriculum to support diverse learners
Computer based programs used to support curriculum (TTM, VMath, Compass Learning, Read 180)
School needs integrate socio-emotional learning (Second Step)
Students need more opportunities for advance placement classes
Staff needs to reach outside of the classroom for real-word or simulated application

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**

- 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

Students have access to multiple technology/computer based programs (Read 180, VMath, TTM, Compass Learning, Raz-Kids)
Students have access to all multi-media resources-iPads, chrome carts, computer labs, elmos, projectors
Teachers have access to differentiated materials to meet the needs of students (reading A-Z, guided reading libraries, workbooks, LLI and math manipulatives)
Aligned curriculum and resources (EngageNY)
School needs to work on allowing students to make choices on the instructional materials and activities
Staff needs to work on allowing students opportunities for active hands-on-learning
School needs to purchase more hands-on resources to increase student engagement, especially in upper grades

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

> Changing classes for primary and intermediate classes is too much. The discipline and class environment may be too different for lower grade levels to adjust. Small groups and checking for learning is done. Staff needs to consistently analyze student work.

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:

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

Score

1 **2** 3 4

inconsistent in terms of high school fairs/college fair
transition plan needs to include 6/7 grade.
More exposure to career, colleges and high school. (consistently)
Parent Involvement.
6 to 16 (Success Project), should be used
more active in transitions, college and career access and persistence

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

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

> Lesson plans and classroom conversations (reflection)
> teacher objective meetings. Use text and task dependent questions,
> emails, conversations. Anticipate possible misconceptions. Interventions. Student led instructions. Scaffolded standards. Targeted support for students. Data/assessment meetings. ANET, NWEA, PARCC, Teacher Made, Project Based. Exit tickets. Assistance with behavior issues.

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:

Score

1 **2** 3 4

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.

> Constant meetings and assessments. Exit tickets utilized to tailor instruction. Attendance team helps keep track of student absences. Contacts parents in terms of progress if each students. Combined efforts to engage parents with material that can be utilized at home. Although some teachers use these tiered support systems, it is not consistent. After school programming helps fill in the gaps with some students. Progress reports sent home every two weeks. Parent response should be required. Assessments and data are being used, but maybe not to the fullest, as there are so many assessments and so much data.

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

Too many assessments and all assessments measure different things
Staff needs to consistently use the data from the assessments to inform instruction
Data is available to everyone on the school
School has an assessment calendar
Curriculum is aligned to all network and school-wide assessments
School grading policy communicated to every staff
Progress reports are sent home every two weeks
School should have a policy in which parents must sign copies and return them back to the school
Staff needs to track the grade data in the classroom & track to progress towards the School's Merit system
School has school-wide system to track students academic progress and rewards system
Staff needs to better utilize the parent portal system
School needs support on assessing students with IEP testing services.

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

> Teachers arrive to school early and stay late. Students seek to be in special academic programs in the school. Teachers communicate that students' effort to impacts their overall success.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.

- Set high expectations according to grade-appropriate learning objectives.
- Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
- Recognize high levels of student achievement. All students receive recognition.
- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
  - **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
    - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
  - **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
  - **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

> Most of the relationships that teachers show to students is highly respectful and they push for positive student behaviors.
> Students have a rapport with at least one adult who they can go to when they are performing well or not; someone that they can go to advocate for them; someone who can share celebrations with them.
> Building communities in Art class; Black History Celebrations and displays;
> Students can confide in a specific staff member
> Teacher nominations for "show up" awards--teachers genuinely congratulatory of one another
> Mostly there's respect for "experts" in the building; people feel comfortable lending a hand and reaching out
> Students help one another during instructional time and being kind to one another
> Controversial topics are now starting to take place without as much cursing and nastiness among students
> Five Essentials survey put us in the red for both supportive environment and collaborative teachers
> We are missing more community/neighborhood service and relationship building
> Students don't always have a multitude of people they can go to for advocacy and support
> Some students and adults feel that other students and adults don't care
> Adults know about the skill set of other adults to refer students and other adults for extra support

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

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

> After school all stars allows the students to have a range of opportunities for enrichment and academic supports
> Town hall meetings each month
> Black History program--students want to have a drama club--students advocating for more activities and clubs
> Some staff members (and structured times to share their opinions)
> Elected student council--but the council has been disbanded--students to have a body of peers that can advocate for what they want and need as students
> Data discussions with students for students to set personal goals and action plans
> Some staff members work with students to co-construct behavior plans
> Students have virtually no voice in school-wide decision making
> Some teachers allow students to self-select incentives and consequences
> Some teachers are allowing student choice with respect to projects (particularly in specials classes)
> Student leaders (classroom managers) and class captains; students give positive narration and lead the rotations
> Classroom technology coordinators
> Students managing behaviors more in class
> We need to teach discussion techniques a lot better to allow student voice to take place productively in a classroom

Guide for Student Voice, Engagement, & Civic Life

Students…

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ 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

> Shared expectations (CHAMPS and BMC), but it falls off--not consistent with follow-through
> Some adults consistently redirect behaviors and engage in restorative conversations
> Students know which staff members they can and cannot behave in certain ways with throughout the school day
> ESPs clear the grounds quickly each day--they do an excellent job of helping our students get our students home safely
> Everybody doesn't understand what is teacher and dean managed and what is in our capacity as a school legally
> We have a dean vs. classroom managed protocol sheet
> Adults need more support in practicing high-expectations with no excuses
> Adults need more support with creating the structures in their spaces to consistently, effectively manage behaviors
> Class Dojo--but not consistently
> Parents aren't hearing students talk about dojo and other incentives
> Some teachers are being a lot more proactive in their planning to prevent misbehavior from occurring
> More staff members are considering how to structure their environments for student success
> The school feels much more structured to parents who have been a part of the school community for years

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**

- Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
  - **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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.

> Student Logger is used to log all communication in regards to student's behaviors. Staff meetings are used to look at student behavior data.
> Staff teaches students restorative practices via behavior reflection sheets. Staff and students both work towards restorative practices.
> Staff needs to engage the parents in the restorative process.
> Staff needs training on parent portal, class DOJO
> Counselor and Social Worker on staff to support student's behavior needs
> Need consistent staff to support in-school suspension so that classroom instruction can continue.
> Town Hall discussion celebrate positive student's behavior
> Anti-bullying campaign
> Students need more support on social-emotional needs
> Staff needs to consistently implement the CHAMPS model to support positive student behaviors
> School needs to develop a behavior health team

Guide for Restorative Approaches to Discipline

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

- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
  - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
  - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
  - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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.

Score

1 **2** 3 4

> Parents do not feel welcomed in the school because they feel intimidated
> Parents do not attend PAC and LSC meetings
> Parents will attend dances.
> School does invite parents to the school events
> Teacher sends home weekly newsletters
> Teachers utilize class DOJO to communicate with parents
> Staff makes frequent phone calls to parents
> School-wide newsletter is send home each month
> Several parent volunteers in the building
> God-Grandparents are in the building everyday
> School-wide behavior systems- DOJO
> Vision and mission statement is frequently communicated to parents
> Parents are allowed to frequent conferences
> Staff communicates with parents frequently at dismissal
> School needs more support from intermediate and upper grade students
> School needs to better utilize the phone blast system to communicate with parents
> School needs to better utilize the school communication to get updated information from parents to ensure communication.
> School needs to do a better job of utilizing other methods of communication to communicate with parents
> School needs to better utilize the parent portal

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: Aligned Resources	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘

2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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 Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   13 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Increasing year over year by 10 percentile points can be attributed to deepening knowledge of standards and intentional use of text-dependent questions.	20.00	50.00	60.00	70.00
National School Growth Percentile - Math				
Focus on major works of the grade and how standards work together	26.00	14.00	40.00	50.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Unpacking curricular resource for standards alignment, focus on text complexity and text dependent questions, and use of authentic literacy across the curriculum	51.70	(Blank)	60.00	65.00
African-American Growth Percentile - Reading				
Increasing year over year by 10 percentile points can be attributed to deepening knowledge of standards and intentional use of text-dependent questions.	20.00	50.00	60.00	70.00
Hispanic Growth Percentile - Reading				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
Increasing year over year by 10 percentile points can be attributed to deepening knowledge of standards and intentional use of text-dependent questions.	1.00	38.00	40.00	50.00
African-American Growth Percentile - Math				
Focus on major works of the grade and how standards work together	27.00	14.00	40.00	50.00

Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	(Blank)	(Blank)

English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	(Blank)	(Blank)

Diverse Learner Growth Percentile - Math

Focus on major works of the grade and how standards work together	22.00	7.00	30.00	40.00

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

Unpacking curricular resource for standards alignment, focus on text complexity and text dependent questions, and use of authentic literacy across the curriculum	3.00	11.00	20.00	25.00

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

Focus on major works of the grade and how standards work together	5.00	6.00	15.00	20.00

National School Attainment Percentile - Reading (Grade 2)

Focus on how to read as well as reading comprehension	15.00	9.00	15.00	20.00

National School Attainment Percentile - Math (Grade 2)

Focus on major works of the grade and how standards work together	43.00	6.00	15.00	20.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	(Blank)	(Blank)

Average Daily Attendance Rate

Multiple verifications of attendance daily, emphasis in all communications with the home, and routine incentives to build an attendance culture	95.00	94.90	96.00	96.00

My Voice, My School 5 Essentials Survey

Organized--Coherence across grades, academic programs, and within subject areas; increase parent and student voice in decision making; improve the quality and quantity of communication; market the school intentionally as a better option for families.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
% of Students Accepted into a SE high school				
The goal was selected so that we can continue to measure the success of our academic program. If we can increase to one fifth of our students being accepted into selective enrollment high schools, we are well on our way to creating a a rigorous academic learning environment for students.	15.00	(Blank)	18.00	20.00
% of 3rd-8th Grade Students on Track All Marking Periods				
On track status helps predict potential college persistence and graduation. We want to continue to increase our on-track status to improve the likelihood of students attending and graduating from college.	41.00	(Blank)	60.00	65.00

Look and Feel Score				
School and classroom environment helps set the tone for the expectations around culture and climate. The better the school looks, the better students should feel about being in the school.	94.00	*(Blank)*	97.00	98.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Build a high quality, collegial, collaborative, and responsive adult learning community aligned to our instructional priorities	Increased levels of school spirit and commitment among staff; development of academic thinking, discourse, and metacognition in students; and continual, strategic adjustments to instruction to best meet the needs of ALL students	65% of students meeting or exceeding growth targets in both reading and math and a 25% increase on all major assessments school-wide

Tags:
MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop a multi-tiered schedule for professional learning devoted to questioning as aligned to our instructional priorities of studying complex texts within curricular materials to build knowledge and understanding (Literacy) and focusing on the major works of the grade and how they are reflected in curricular materials to understand how tasks meet the demands of the aspects of rigor called for by the standards (Math)	Instructional Leadership Team	May 5, 2016 to Jun 30, 2016	Completed schedule that outlines 8 topics to guide our work in improving the quality of questions Develop a consistent learning cycle (e.g., professional reading, analysis of the current state, hands-on professional development, planning from standards with curricular resource in hand, safe practice, classroom observation, looking at student work) Published Learning Cycle on school website, Facebook page, and posters around the building	Not started

Cycles of professional learning, Instructional practices, Cognitive demand

Create a schedule to allow for entire grade bands to have common planning time daily	Administration	Apr 11, 2016 to May 31, 2016	Schedule uploaded to Bradwell SY 2017 folder in Google Drive Teachers receive tentative schedules by June 1 of each school year	On-Track

Scheduling

Use EOY/BOY NWEA and BAS data to plan for differentiation, including but not limited to small group instruction, based on multi-tiered teacher readiness framework.	Teachers and Instructional Leadership Team	Jul 1, 2016 to Sep 30, 2016	Small group schedule posted both inside and outside every classroom	Not started

MTSS, Data Use, Differentiated instruction

| Quarterly Newsletter--Post on website and Facebook; Distribute to Parents | Teacher Teams (creation)

ILT (monitoring) | Sep 6, 2016 to Jun 16, 2017 | Each teacher team has a quarterly newsletter that details learning targets, major projects, assessment dates, and successes from previous quarter

Newsletters are copied and distributed the first instructional day of each quarter. | Not started |

Parental involvement, Academic expectations

| Fall and Spring semester open houses to discuss the academic program and expectations with parents, showcase learning, and demonstrate learning tasks | Administration and PAC (logistical planning)

Teacher Teams (content planning) | Aug 1, 2016 to Feb 3, 2017 | Dates for open houses are on school calendar, website, and Facebook

Open houses are communicated via phone blast, email, and backpack mailings

Teacher teams collaborate to design content, student presentations of learning, and demonstrations

All teachers are present at open houses | Not started |

Parental involvement, Cognitive demand, Culture of learning, Academic expectations, Parent involvement

| Analyze student performance on ANet quarterly, with particular emphasis on open response items, to plan instructional next steps for whole and/or small group instruction | Administration (calendar and newsletter publication)

ILT (cluster meeting design and facilitation)

Teachers (analysis and action planning) | Nov 4, 2016 to Jun 30, 2017 | Data cycle published for teachers on Bradwell calendar and highlighted in BruiNews

Quarterly cluster meeting to focus on analysis and action planning from interim assessment data

Protocols for data analysis and action plans in place for cluster meetings | Not started |

Instructional practices, Assessments, Cognitive demand, Academic expectations

		Sep 6, 2016 to Jun 23, 2017		Not started
Use routine progress monitoring to improve instruction and student learning in small groups	Teachers (daily progress monitoring of small group instruction) Teachers (weekly small group plans) Team Leads (monthly binder checks) ILT (quarterly interim assessment analysis)		Implement the first 20 days in both reading and math classrooms, beginning the first day of school, to ready students for small group instruction Weekly small group plans submitted focusing on prerequisite skills needed to increase performance on grade level content, standards and skills Implement a staggered roll-out of small group instruction based on teacher readiness Small group plans focus on gap closing instruction that is aligned to support students in meeting or exceeding proficiency on grade level targets Teacher teams meet twice a quarter to design small group instruction roadmaps for upcoming modules/units using core curricular resource, My.ANet site, Learning Continuum, and Continuum of Literacy Learning (as applicable) Grade level coach and teacher leads review final roadmaps for feedback prior to instruction Teacher has and uses both anecdotal and quantitative measures to assess student progress and adjust instruction as needed	

Planning, Differentiation, Small group instruction

		Sep 5, 2016 to Jun 23, 2017		Not started
Implement the core curricular resources (Engage NY, CKLA, and Interactive Science) with fidelity.	Teachers (daily implementation) ILT (quarterly interim assessment analysis)		Module/Unit/Domain unit plans submitted two weeks before the start of each quarter Plans reviewed by the Admin/Coaching Teams Lesson plans (with differentiated planning foci) due at least on a weekly basis Teachers pacing aligns with AUSL pacing guides Bi-Weekly assessments occur as scheduled	

Instruction, Curriculum, Pacing

Action step	Responsible	Timeframe	Evidence for status	Status
Implement Phase 1 of Standards study for both ELA [Standards 1, 2, 3, 4, and 6 (grades 5-8 only)] and Math [Major Works of the Grade]	ILT ANet Coach	Jul 25, 2016 to Jun 23, 2017	Identification of Power Standards for Phase 1 Create and publish school-wide quarterly professional development calendar Connect professional development to curriculum exploration and planning	Not started

Standards-based instruction

Action step	Responsible	Timeframe	Evidence for status	Status
Implement Phase 2 of Standards study for both ELA [Standards 5, 6, 7, 8, and 9] and Math [Supporting and Additional Standards]	ILT ANet Coach	Jul 1, 2017 to Jun 22, 2018	Identification of Power Standards for Phase 2 Create and publish school-wide quarterly professional development calendar Connect professional development to curriculum exploration and planning	Not started

Standards-based instruction

Strategy 2

If we do...	...then we see...	...which leads to...
If we co-construct, display, and continuously refer to personal, classroom, and school goals	Then we will see positive changes in stakeholder mindset related to student achievement	Which will lead to an increase of at least 25% on all major assessments and a 40% decrease in Dean managed behaviors.

Tags:
Social emotional, Academic gain, Goalsetting, Behavior

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create a student-friendly school-wide goals for both behavior and academics	Teachers and staff, with ILT members accountable	Jul 1, 2016 to Sep 1, 2016	Concrete Goals Student-Friendly goal posters for each classroom Classroom greeters able to connect learning tasks to goals	Not started

Academic gain, Goalsetting, Behavior

Action step	Responsible	Timeframe	Evidence for status	Status
Implement school wide goal setting recitations during morning meeting and the beginning of every class.	All teachers	Sep 6, 2016 to Jun 21, 2017	Observations led by administrators, coaches, and team leads Classroom greeters able to connect learning tasks to goals	Not started

Academic gain, Goalsetting, Behavior

Creation of consistent Town Hall Meetings that address student goals with a progression toward having students lead their own town hall meetings	Members of SLT	Sep 6, 2016 to Jun 22, 2017	Evidence of Town Hall meetings occurring each month. Student council to take the lead on facilitating Town Halls. Town Hall meetings connect students on Merit System to school and class goals.	Not started

Attendance, Academic gain, Behavior

Allow students to also work on personal goals from habits and mindsets (managing impulsivity, perseverance) and create action plans.	Teachers, staff	Sep 5, 2016 to Jun 21, 2017	Evidence of Goal Setting and tracking within the classroom, students will be able to verbalize personal goals Data walls include students' personal goals as well as achievement results	Not started

SEL, Academic gain, Behavior

Select the SEL curriculum by June 30 (Second Step; Positive Action)	ILT	Jun 1, 2016 to Jul 29, 2016	Curriculum will be selected and ordered if needed ILT and SLT members will be trained on the curriculum to support training the staff at large	Not started

SEL, Behavior

Train teachers and ESPs: Institute Week	ILT	Aug 29, 2016 to Sep 2, 2016	Evidence that teacher training has occurred (agenda, PPT decks, evaluations).	Not started

SEL, Behavior

Build a schedule to ensure that social emotional learning curriculum is implemented daily	ILT	Apr 25, 2016 to Sep 5, 2016	School Schedule highlighting time for SEL curriculum	Not started

SEL, Behavior

Implement a schoolwide social emotional learning program 85% of students will be able to use restorative justice practices to resolve peer issues 9 out of 10 times, which will lead to a 40% decrease in Dean managed behaviors	ILT, Deans, Teachers, Staff	Sep 5, 2016 to Jun 21, 2017	Dean reports and student logger Teacher surveys 5 Essentials surveys Student surveys	Not started

SEL, Behavior

Implement a school-wide attendance culture plan that includes goal setting for individual students, grade bands, and the entire school	Director of Culture and Climate Attendance Team Homeroom Teachers	Aug 29, 2016 to Jun 22, 2018	Attendance Data Trackers for every homeroom Attendance Contracts for students who miss 3 days during the first quarter Merit System Incentives with Monthly Town Halls	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Implement quarterly Family Math Nights and Family Reading Nights to get parents more involved in their child's school	Students getting more excited about math and reading. Parents will become familiar with the math and reading curriculum. Families will feel encouraged to continue the fun of math and reading at home. A positive bond will naturally develop between home and school, parent and child, and parent and staff.	we will see an increase in parent involvement with academics, volunteerism, and a growth in student assessment scores by at least 25% on all major assessments

Tags:
Academic gain, Parent partnerships, Parent involvement

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop tentative schedule of when Family Nights will take place. Put in place the learning that will take place according to lesson/unit planning.	Teachers, Staff	Sep 14, 2016 to Feb 15, 2017	Observation of effect on student academic progress and parent involvement in the school.	Not started

Academic gain, Parent involvement

Implement quarterly parent meetings to explain curricular foci.	Teachers	Sep 14, 2016 to May 31, 2017	Teacher quarterly syllabus Scheduled parent meetings (quarterly) Sign-In sheets	Behind

Academic expectations, Parent partnerships

Strategy 4

If we do...	...then we see...	...which leads to...
If we do implement quality tier 1, tier 2 and tier 3 instruction to meet the needs of all students	improved student cognitive engagement, proficiency with standards, and excitement for learning	increased students achievement on all major assessments by at least 25%.

Tags:
MTSS, Student engagement

Area(s) of focus:
1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Identify which students belong in each tier	Teachers, ILT, Case Manager, Counselor	Aug 1, 2016 to Sep 30, 2016	Students tiered by assessment data (NWEA or BAS)	Not started

Assessment, Data Use, Data analysis, Small group instruction

Small group instruction roll-out plan based on teacher readiness to begin with the First 20 Days.	Admin Team and ILT	Jun 2, 2016 to Jul 29, 2016	Teacher tiers identified by admin/coaching team and teacher survey Tiered plan has staggered implementation dates based on roll-out Teachers received targeted professional development based on their tiers	Not started

Small group instruction

MTSS plan, including instructors, resources, and time, is clear, transparent, and posted	Admin Team and ILT	Jul 1, 2016 to Aug 26, 2016	MTSS plan is readily available MTSS plan is posted on website and Facebook pages Letter to parents sent home prior to the start of Tier 2 or Tier 3	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Develop a multi-tiered schedule for professional learning devoted to questioning as aligned to our instructional priorities of studying complex texts within curricular materials to build knowledge and understanding (Literacy) and focusing on the major works of the grade and how they are reflected in curricular materials to understand how tasks meet the demands of the aspects of rigor called for by the standards (Math) Tags: MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations, Cycles of professional learning, Instructional practices, Cognitive demand	Instructional Leadership Team	May 5, 2016	Jun 30, 2016	Not started
✚ Create a schedule to allow for entire grade bands to have common planning time daily Tags: MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations, Scheduling	Administration	Apr 11, 2016	May 31, 2016	On-Track
✚ Use EOY/BOY NWEA and BAS data to plan for differentiation, including but not limited to small group instruction, based on multi-tiered teacher readiness framework. Tags: MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations, MTSS, Data Use, Differentiated instruction	Teachers and Instructional Leadership Team	Jul 1, 2016	Sep 30, 2016	Not started
✚ Quarterly Newsletter--Post on website and Facebook; Distribute to Parents Tags: MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations, Parental involvement, Academic expectations	Teacher Teams (creation) ILT (monitoring)	Sep 6, 2016	Jun 16, 2017	Not started
✚ Fall and Spring semester open houses to discuss the academic program and expectations with parents, showcase learning, and demonstrate learning tasks Tags: MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations, Parental involvement, Cognitive demand, Culture of learning, Academic expectations, Parent involvement	Administration and PAC (logistical planning) Teacher Teams (content planning)	Aug 1, 2016	Feb 3, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Analyze student performance on ANet quarterly, with particular emphasis on open response items, to plan instructional next steps for whole and/or small group instruction Tags: MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations, Instructional practices, Assessments, Cognitive demand, Academic expectations	Administration (calendar and newsletter publication) ILT (cluster meeting design and facilitation) Teachers (analysis and action planning)	Nov 4, 2016	Jun 30, 2017	Not started
✚ Use routine progress monitoring to improve instruction and student learning in small groups Tags: MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations, Planning, Differentiation, Small group instruction	Teachers (daily progress monitoring of small group instruction) Teachers (weekly small group plans) Team Leads (monthly binder checks) ILT (quarterly interim assessment analysis)	Sep 6, 2016	Jun 23, 2017	Not started
✚ Implement the core curricular resources (Engage NY, CKLA, and Interactive Science) with fidelity. Tags: MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations, Instruction, Curriculum, Pacing	Teachers (daily implementation) ILT (quarterly interim assessment analysis)	Sep 5, 2016	Jun 23, 2017	Not started
✚ Implement Phase 1 of Standards study for both ELA [Standards 1, 2, 3, 4, and 6 (grades 5-8 only)] and Math [Major Works of the Grade] Tags: MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations, Standards-based instruction	ILT ANet Coach	Jul 25, 2016	Jun 23, 2017	Not started
✚ Implement Phase 2 of Standards study for both ELA [Standards 5, 6, 7, 8, and 9] and Math [Supporting and Additional Standards] Tags: MTSS, SEL, Data Use, Cycles of professional learning, Instructional practices, Differentiated instruction, Assessments, Cognitive demand, Academic expectations, Standards-based instruction	ILT ANet Coach	Jul 1, 2017	Jun 22, 2018	Not started
✚ Create a student-friendly school-wide goals for both behavior and academics Tags: Social emotional, Academic gain, Goalsetting, Behavior, Academic gain, Goalsetting, Behavior	Teachers and staff, with ILT members accountable	Jul 1, 2016	Sep 1, 2016	Not started
✚ Implement school wide goal setting recitations during morning meeting and the beginning of every class. Tags: Social emotional, Academic gain, Goalsetting, Behavior, Academic gain, Goalsetting, Behavior	All teachers	Sep 6, 2016	Jun 21, 2017	Not started
✚ Creation of consistent Town Hall Meetings that address student goals with a progression toward having students lead their own town hall meetings Tags: Social emotional, Academic gain, Goalsetting, Behavior, Attendance, Academic gain, Behavior	Members of SLT	Sep 6, 2016	Jun 22, 2017	Not started
✚ Allow students to also work on personal goals from habits and mindsets (managing impulsivity, perseverance) and create action plans. Tags: Social emotional, Academic gain, Goalsetting, Behavior, SEL, Academic gain, Behavior	Teachers, staff	Sep 5, 2016	Jun 21, 2017	Not started
✚ Select the SEL curriculum by June 30 (Second Step; Positive Action) Tags: Social emotional, Academic gain, Goalsetting, Behavior, SEL, Behavior	ILT	Jun 1, 2016	Jul 29, 2016	Not started
✚ Train teachers and ESPs: Institute Week Tags: Social emotional, Academic gain, Goalsetting, Behavior, SEL, Behavior	ILT	Aug 29, 2016	Sep 2, 2016	Not started
✚ Build a schedule to ensure that social emotional learning curriculum is implemented daily Tags: Social emotional, Academic gain, Goalsetting, Behavior, SEL, Behavior	ILT	Apr 25, 2016	Sep 5, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Implement a schoolwide social emotional learning program 85% of students will be able to use restorative justice practices to resolve peer issues 9 out of 10 times, which will lead to a 40% decrease in Dean managed behaviors Tags: Social emotional, Academic gain, Goalsetting, Behavior, SEL, Behavior	ILT, Deans, Teachers, Staff	Sep 5, 2016	Jun 21, 2017	Not started
✚ Implement a school-wide attendance culture plan that includes goal setting for individual students, grade bands, and the entire school Tags: Social emotional, Academic gain, Goalsetting, Behavior	Director of Culture and Climate Attendance Team Homeroom Teachers	Aug 29, 2016	Jun 22, 2018	Not started
✚ Develop tentative schedule of when Family Nights will take place. Put in place the learning that will take place according to lesson/unit planning. Tags: Academic gain, Parent partnerships, Parent involvement, Academic gain, Parent involvement	Teachers, Staff	Sep 14, 2016	Feb 15, 2017	Not started
✚ Implement quarterly parent meetings to explain curricular foci. Tags: Academic gain, Parent partnerships, Parent involvement, Academic expectations, Parent partnerships	Teachers	Sep 14, 2016	May 31, 2017	Behind
✚ Identify which students belong in each tier Tags: MTSS, Student engagement, Assessment, Data Use, Data analysis, Small group instruction	Teachers, ILT, Case Manager, Counselor	Aug 1, 2016	Sep 30, 2016	Not started
✚ Small group instruction roll-out plan based on teacher readiness to begin with the First 20 Days. Tags: MTSS, Student engagement, Small group instruction	Admin Team and ILT	Jun 2, 2016	Jul 29, 2016	Not started
✚ MTSS plan, including instructors, resources, and time, is clear, transparent, and posted Tags: MTSS, Student engagement	Admin Team and ILT	Jul 1, 2016	Aug 26, 2016	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.

> Bradwell School of Excellence will involve parents in the school improvement by: providing monthly principal reports at the LSC and PAC meetings, implementing parent volunteer program, working with PAC to provide parent training to support academics in the home, taking critical issues to LSC, PAC, and PPLC for input, conducting CIWP review about particular priorities at monthly LSC and PAC meetings

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

> Bradwell School of Excellence will notify all parents via flyers, phone, website, facebook page, marquee signage, and family newsletter of the annual meeting to discuss participation in NCLB. BSOE will have a monthly PAC meeting as well as additional parent nights throughout the year in an effort to increase parental involvement.Both Title I Annual Meeting and Title I PAC Organizational Meeting were held October 25, 2016.

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.

> Bradwell will provide parents information about the Title I program, including a description and explanation of the curriculum and assessments, in an orientation package at the Back-to-School Picnic in late August 2016. We will also provide a parent workshop/data night. All orientation materials will also be available on our school website.

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.

> Each semester (on Parent-Teacher conference dates), the school in collaboration with the PAC will create, distribute, and tally responses from parents related to school improvement. The school community will then collaborate on solutions based on suggestions revealed in the data and related to our CIWP. The school community will measure growth from semester to semester by reviewing new survey data against previous data. Minutes from the PAC meetings will be given to the administrative team for review and action.

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.

> Bradwell will send home a copy of the student's performance data as it becomes available, and we will attach it to school-based progress reports, CPS progress reports, or CPS report cards via backpack mailing. All parents of students in benchmark grades will be invited to one of several promotion policy meetings at the school where they will learn about promotion CPS promotion requirements and local expectations for participation in promotional events (i.e., graduation, luncheon, etc.). Parents of students who are at risk for retention will be invited to receive student data via a one-on-one conference, and parents will be required to sign a document stating they understand their child's current academic performance and the risks associated with it. There will also be at least three PARCC training sessions for parents before the start of the school year and during the year prior to testing.

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.

> In the event that a teacher is deemed not highly qualified, a letter will be sent home to parents of students who are impacted. The letter will include our plan to locate a highly qualified teacher.

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.

Before and during the school year, Bradwell will host a series of parent sessions geared toward helping parents understand the NCLB requirements, Common Core Standards, and the promotion criteria used by Chicago Public Schools. Teachers will also be expected to share a quarterly syllabus with parents explaining what standards, skills, and key understandings are required for each grade and content area.

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.

Bradwell will provide parents with a quarterly syllabus explaining what standards, skills, and key understandings are required per grade per subject area. Parents will be trained during the school day or after school on how to access Parent Portal, Compass Learning, and how to navigate Engage NY. Parents are also encouraged to visit classrooms to observe instruction, conference with teachers before or after school or during that teacher's preparation period, and volunteer routinely at the school. Teachers will provide dates for sharing upcoming learning with parents to increase the ability of parents to work their children at home of school content. Each month, a different teacher representative will attend the PAC meeting to share what is happening in his/her grade band related to academics and CIWP priorities.

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.

Bradwell school has selected "Parent Partnerships" as one of our CIWP priorities. Bradwell will explicitly tie parent partnerships into all of the other priorities identified in the CIWP. All teachers are encouraged to have at least one parent volunteer per homeroom support their class at some point throughout the school year. The school sends automated calls with updates and upcoming events. The school provide cultural competency professional development as well as practice with how to effectively communicate with stakeholders to maximize student success. Parents have been a part of the CIWP development process as well as instrumental in messaging goals to both school-based and community stakeholders. The school will use the My School, My Voice 5 Essential survey data to create goals with parents on the PAC to increase the overall perception and effectiveness of school from the parent perspective.

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.

Bradwell will partner with Head Start to provide quarterly parent meetings . Bradwell will host annual family literacy nights and maintain opportunities for parents to participate in the classroom. Pre-School teacher will converse student progress with parents and differentiate learning according to student need.

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.

Each month, parents will receive a Family Newsletter containing information pertinent to school and parent programming,. Each month parents will receive a monthly calendar of activities/events attached to the newsletter. Information regarding upcoming events will be posted on the school information board, website, Facebook, and on the marquee.

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.)

All students at Bradwell School of Excellence will be both academically and socially ready for, attend, and graduate from college. All teachers will use a guaranteed and viable curriculum to encourage high-quality teaching and learning, critical thinking, and articulation of ideas related to and sparked by that curriculum. Our use of higher order thinking questions and small group instruction will be used to enrich student learning and intervene as needed to increase access and proficiency at the grade level and beyond. By providing authentic literacy across the curriculum, all classes will expect that all students read, write, and discuss their learning in meaningful ways, particularly using evidence to support ideas.

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.

There will be whole school parent-teacher conferences in November and April report card distribution days. All stakeholders can request Parent-Teacher conferences to be scheduled at a mutually agreeable time for all parties involved. Parent conferences include, but are not limited to, data meetings, student performance, student behavior, upcoming events, getting-to-know-you, family engagement, etc.

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

In addition to the CPS mandated progress reports and report cards, Bradwell will continue to provide bi-weekly progress reports. At any time, parents can also check Parent Portal for updates to their child's grades in real time. Parents are notified via automated call, email, and texts of the days to expect progress reports from the school.

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

Parents will be able to set up appointments with staff by contacting the school office. In addition, staff will be available for consultations with parents during progress report and report card distributions. Most teachers are available 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.

PAC will begin to assist the school in developing opportunities for parents to volunteer and participate in their children's classes. The PAC will call the homes of parents previously signed up to volunteer to coordinate dates, times, and volunteer activity. Parents who are interested in volunteering may contact Mr. Runnels (technology coordinator) to complete the online application for CPS volunteers.

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

Parents will assist student learning by ensuring that students are present at school every day. They, along with the school staff, will monitor attendance and will contact the school in case of a student illness or emergency so that the school can send appropriate work home for the student. Parents will submit a written note explaining any absence or prolonged tardy to school. Parents will ensure that their students bring home any missing work from days absent and that the student completes it and submits it as outlined by the classroom teacher. The parents will attend parent meetings that impact children in specified grades. Parents will sign up for and attend parent workshops as supplied by the PAC.

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

Parents will share concerns via survey (both CPS and PAC created). Parents should attend monthly PAC and LSC meetings to voice concern, share in decision making, and monitor progress toward goals and initiatives. Parents will attend IEP and 504 as required for their children as a participant in the development or redrafting of those plans. Parents will work with the CIWP team to develop school improvement plans for academics and parental involvement as well as participate in monthly reviews of progress at PAC and LSC meetings.

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

Students are expected to have 100% attendance. They will come to school in their uniform daily and will follow all school policies and procedures. This includes expectations for building entry and exit. Students are expected to live up to our school's core values: compassion, purposeful drive, and success-orientation. Students should participate in at least one extracurricular activity throughout the year (i.e., after school academic programming, enrichment activities, sports/clubs, student council, etc.). Students should routinely log into Student Portal to check their grades at least once a week, and students are to share their bi-weekly progress reports with their parents for consultation, goal setting, and progress monitoring. Students know their NWEA RIT goals for the year and how far they are away from meeting or exceeding those goals.

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.

The goals of our parent program is to increase parental involvement in both the academic and social programs at Bradwell School of Excellence. The specific goals are to have an annual Parent-Teacher conference participation rate of over 80%; involve a minimum of six families per semester in parenting classes emphasizing the connection between social-emotional learning and stability to academic achievement; increase consistent volunteerism; increase participation in GED programs, and develop interactions for and increase parent participation in meetings, trainings, student learning showcases, and tutoring sessions to support sustained student academic growth.

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.	$	500	.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)	$	2000	.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.	$	2865	.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.	$	0	.00

53510	**Postage** Must be used for parent involvement programs only.	$	0	.00

53306	**Software** Must be educational and for parent use only.	$	0	.00

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