2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	CIWP-Bridge Staff	CIWP Development/Ideas
02/08/2016	CIWP-LSC Members	CIWP Development/Ideas

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 **4**

Principal provides/communicates information and budgets funds for workshops regarding best practices that improve and strengthen individual and team teacher performances.
Principal works with the ILT and GLTs to train staff and implement district-wide programs and initiatives.
Principal and A.P. utilize REACH evaluation system to provide constructive criticism regarding classroom concerns to teachers in a timely manner to improve instructional delivery effectiveness.
Principal notifies and encourages staff to attend PD opportunities and to present information and strategies to staff.
Principal communicates school performance to the school community through the monthly school newsletter and monthly LSC, PTA, BAC, NCLB PAC and other parent meetings.
Bridge School teachers are invested in the success of the school through membership on the ILT, GLT, Department, MTSS, and CIWP teams.
GLT's work with administration to assess and select grade level/school-wide curriculum materials and plan school-wide policies and instructional strategies.
Teachers that have attended Professional Development workshops and conferences frequently present school-wide PD training to other staff.
Bilingual, Special Education and Grade Level chairpersons coordinate with teacher teams to ensure individual student needs are being met through the MTSS process.
Mentor teachers are selected and assigned to new staff.
Bridge staff write grants as individual teachers and grade level/department teams.
Bridge staff members are represented by a Chicago Teachers Union teacher representative delegate.
Our team meets daily to discuss how to improve each individual student's progress. For example, the first grade team uses the DIBELS data to analyze and formulate small group instruction to support each student at his/her instructional level. Goals and motivational incentives are in place to guide each student in making progress toward their individual goals.

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:

Score

1 2 3 **4**

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

ILT members are experts in their respective fields and disciplines.
ILT members conduct school-wide PD to staff disseminating knowledge and skills attained at Network in-services and other outside PD trainings.
ILT members utilize GLT meetings to inform teachers of current policies and initiatives.
ILT members frequently review data with administration and GLT's to monitor policy and program effectiveness while making necessary adjustments as indicated forom current data results.
The ILT meetings are opportunities for team leaders to collaborate and discuss strategies and programs that are positively impacting teaching and learning. Teams decide how such strategies can be implemented cohesively across the grade levels.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

1 2 3 **4**

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

All staff are encouraged to attend various PD opportunities throughout the year with a focus on diverse learners and technology. Leadership consistently informs the staff of upcoming PD events through emails and other communication methods. Participants are then encouraged to present new learning to the staff during school improvement days, Principal provides room coverage for teachers to participate in peer observations for the purpose of vertical curriculum alignment.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

Score

1 2 3 **4**

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

School needs are assessed and strategic priorities are developed prior to the creation of the upcoming school year budget. Administration, GLT's, classroom teachers and parents give input when developing the budget. Resources are allocated equitably to ensure all students (DL, EL and General Education) and educators are provided the supplies and materials necessary to optimize the learning environment.

The Social Emotional/Character Building program implemented at Bridge is a program which provides the support and structure for students who have demonstrated a distinct lack of success in school socially or academically due to emotional and behavioral factors. Specialized techniques in behavior management, group dynamics, and emotional development are employed to foster a better awareness of feelings, thoughts, and behavior to develop the independence and autonomy necessary for successful school days.

We have been utilizing staff and resources to develop our MTSS model, with the added supports for Tier 3 students in the high priority subject areas of reading and math. We have been using our Fountas & Pinnell, Pearson, and Khan Academy resources to support students at their instructional levels in these subjects. We also utilize an after-school program to give these students individual attention and time. Third grade uses Reading A-Z to conduct small, guided reading groups to meet instructional reading levels.

The budget is responsibly allocated and aligned to provide access to necessary supplies needed for classroom use (paper, glue, pencils, staples, etc.), professional development opportunities, and after school activities. After school programs provide extra support to struggling students in reading and math, as well as enrichment activities through clubs and youth sports.

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 **4**

Grade Level Teams (GLT) are given common planning time to discuss scope and sequence. Grade levels all have curriculums aligned with Common Core Standards. GLT's feel free to ask the Principal for supplemental materials. GLT's discuss curriculum on a formal basis once a week and on an informal basis at least once a day - before school, during common preparation periods or after school. The MTSS program requires short and long term plans to ensure supports for students needing remediation along with DL and EL students requiring additional supports and interventions. Third grade uses common core checklists to ensure all standards have been taught.
Students are provided an SEL curriculum that sets them on the path for social success and academic readiness. Reading, Writing, and Math workshop are utilized, which combine utilization of both academic and SEL curriculum.

Guide for Curriculum

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

across the curriculum (disciplinary literacy).

- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGl4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

1 2 3 **4**

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)

Grade levels have several sets of supplemental materials that can be used to adjust the curriculum for DL and EL students. Grade levels also have materials for remediation and enrichment. These include classroom sets of trade books that are at grade level, below grade level and above grade level to meet all students needs.

The use of instructional materials via Fountas & Pinnell, Pearson, Khan Academy and ST Math provide supports and challenge when needed as part of our MTSS model. We also use Reading A-Z, Raz-Kids and Headsprout for supplemental reading materials.

Guide for Instructional Materials

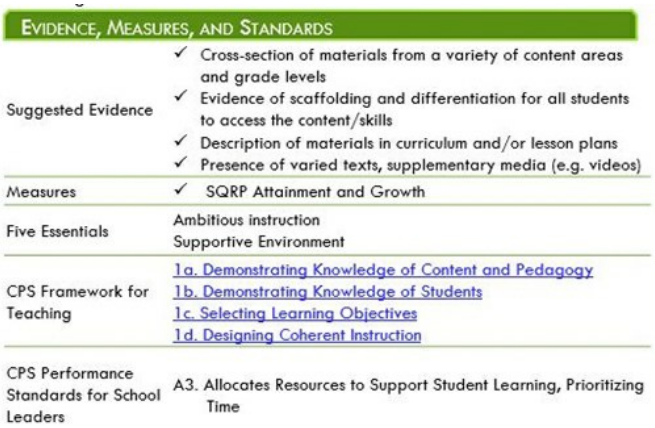
Instructional materials (including technology) are…..

- **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**

Classroom teachers meet weekly with GLT's to analyze data and make required adjustments through the MTSS to meet the instructional needs of all students . ILT's and GLT's meet with administration on a monthly basis to analyze data and make necessary grade level/school-wide adjustments in school programs and individual teachers.
Through the implentation of small groups and centers, teachers can increase the rigor of assigned tasks using student RIT bands and Fountas and Pinnell guided reading levels.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).

- **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
- **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.

- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 **4**

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

The Pre-K Team, in each classroom, explores the role of community members through dramatic play and unit experiences. Our students are exposed to community member experts through classroom visits and discussions. Students learn about & explore various careers, including careers in the community.
Bridge teachers are implementing CCSS based instructional/assessment units that will prepare students for high school, and then college and career readiness.
The school librarian provides classes that educate students about future careers and job opportunities. School librarian implements career discovery/exploration units that familiarize students with future job/career opportunities.
The school counsleor also provides information to students regarding high school and higher education opportunities.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.

- Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.

- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 **4**

Objectives and procedures are documented in all classroom/grade level teacher's lesson plans.
Each teacher writes the learning objectives for the day on the interactive whiteboard. The objectives are discussed before, during and after instruction. This ensures that the students are understanding and mastering concepts. Classroom teachers take every opportunity to make sure these concepts relate to the real world and how and why the students will need them. Classroom teachers utilize Bloom's Taxonomy and the Hess Cognitive Rigor Matrix in progressing from low- to high-level questioning techniques that promote deeper student thinking and comprehension.Formative assessments during instruction and throughout the school year allows teachers to monitor student progress and check for student understanding.
Grade level teacher teams are aligning curriculum maps with the new Common Core State Standards (CCSS) initiative.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.

- Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.

- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 **4**

The school has an MTSS team created to ensure that all students' academic and social emotional needs are met. The team consists of an MTSS specialist, social worker, counselor, assistant principal, and a team of teachers that were selected based on their knowledge of remediation and enrichment, and their expertise in Reading and Math. The team collaborates and places the students into tiers for additional academic and SEL support. This is accomplished during the school day and in the school's after school programs.

Guide for Multi-Tiered System of Support

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

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 **4**

Teachers have access to student data through the database scoring tools available for NWEA, Dibles and MClass. These results help teachers adjust strategies and lessons, and often provide teachers feedback on what lessons need to be re-taught and in what fashion. Teachers use the NWEA continum of learing to individualize student learning goals.
ACCESS test scores establish when English Learners attained English language proficiency according to state criteria. They are also used to monitor student progress on an annual basis, inform classroom instruction, assessment, and are great aid in curriculum planning.

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

Expectations for Quality & Character of School Life

6 of 6 complete

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**

Classroom teachers encourage the students to be excited about school - now and in the future. Staff wear apparel representing colleges and universities on an annual school-wide College Spirit Day. Jr. High teachers post a high school/college bulletin board that visually encourages higher learning. Staff encourage students to peruse and choose challenging high school courses. Students have the opportunity to voice their opinions and ideas through membership on the school's Student Council. Students also have the opportunity to assume leadership roles as captains on the school's athletic teams and as leaders in the various clubs Bridge offers.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

1 2 3 **4**

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

Teachers and students have respectful relationships and disciplinary matters are always handled with an appropriate and fair response.
Activities at Bridge School are inclusive of all DL/EL/General Education student populations.
Classroom activities and projects address and celebrate the diverse home languages and cultures that comprise the Bridge School Community.

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**

Bridge School provides many extracurricular activities to Bridge Students. Bridge CPS currently operates the following extracurricular clubs: Art Club; Knitting Club; Technology Club; Drama/Theater Club; Tap Dancing; Guitar Club; Ukulele Club; Choir, A Capella; Journalism Club; A/V Digital Club; Chorale; Drum Line; Color Guard; Poetry Slam; Yearbook Club; Student Council; Student Ambassador Program; Science Club; annual School Play; and an annual Talent/Variety Show.
The extracurricular sports activities offered to Bridge students are as followed: Boys/Girls Soccer; Boys/Girls Basketball; Boys/Girls Track & Field; Boys/Girls Cross Country; Boys/Girls Softball; Boys/Girls Floor Hockey; Girls Volleyball; Boys Flag Football; Pom Pon Squad and Intramural Sports Program.
Bridge CPS also serves Bridge CPS students a rigorous research-based academic curriculum. Internet based supplemental Language Arts and Math programs are also provided to Bridge PK-8 students. Bridge students also participate in academic contests and challenges every school year.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

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

Evidence, Measures, and Standards

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:

Score

1 2 3 **4**

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.

School security officers participate in annual safety and security training provided by the district. Security cameras are in place to assist security officers and administration in monitoring the school environments.
Bridge School utilizes the CPS Student Code of Conduct (SCC) to guide staff/administrative response with student disciplinary matters. The CPS SCC is based on a "Restorative Justice" model of behavioral interventions that emphasizes positive student behavior with corrective action.
Teachers, GLT's, and administration work together to set clear expectations and boundaries for our students. A positive reinforcement MTSS Behavior Management plan is in place for all students requiring interventions and increased support.
A student ambassador program is in place at the Jr. High facility for the 5th-8th grades. Bridge Student Ambassadors are paired up with new arriving students to assist them in transitioning to our new school environment.

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.

Positive incentives are in place for students to encourage and sustain beneficial student behavior choices. Administration works closely with parents/families, school counselor and social worker and other outside agency support services to provide students with support services when they are experiencing difficulties. An after school SEL support program is held Monday-Friday for students needing assistance.
Bridge School utilizes the CPS Student Code of Conduct (SCC) to guide staff/administrative response with student disciplinary matters. The CPS SCC is based on a "Restorative Justice" model of behavioral interventions that emphasizes positive student behavior with corrective action.
GLT's set clear expectations and boundaries for our students. A positive reinforcement MTSS Behavior Management plan is in place for all students requiring interventions and increased support.
The GLT's, DL/EL/Departmental Teachers provide information and resources to parents/families on how to support their children in their development.
The school's Specialized Services Department offers families referrals to social services agencies and provides available school support for student/family needs. The school counselor also connects families with the Communities In Schools of Chicago agency which provides referrals to free and not-for-profit agencies that provide training and support to children and families.

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**

The school uses various methods to facilitate on-going communication with parents. It utilizes face-to-face meetings, email and phone communications, our Open House Night, and Report Card Pick-Up Night. The Report Card Pick-Up Night uses parent attendance to ask for survey completion. Our school keeps families up to date through it's monthly Bridge Bugle and it makes use of technology through its school website and eboards for every grade. Our school has an active PTA composed of parents from all grades that holds fund-raisers for our students and it communicates these activities via flyers sent home, and daily announcements to our students. The Junior High uses its Daily Bugle to reinforce the connection between our parents and our students. Parents are kept informed about grades through Parent Portal and the Junior High includes the directions for this on its Welcome letter as well as on our eboard homepage. The Junior High has two bi-lingual teachers, and they are able to aid with communication with parents who may not feel comfortable with English.

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

4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary) 18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	99.00	89.00	90.00	91.00
National School Growth Percentile - Math				
Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	85.00	70.00	73.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	68.50	*(Blank)*	60.00	61.00
African-American Growth Percentile - Reading				
Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	*(Blank)*	*(Blank)*	0.00	0.00
Hispanic Growth Percentile - Reading				
Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	92.00	85.00	87.00	89.00
English Learner Growth Percentile - Reading				
Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	*(Blank)*	50.00	52.00	54.00
Diverse Learner Growth Percentile - Reading				

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	97.00	36.00	38.00	40.00

African-American Growth Percentile - Math

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	*(Blank)*	*(Blank)*	0.00	0.00

Hispanic Growth Percentile - Math

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	74.00	55.00	57.00	59.00

English Learner Growth Percentile - Math

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	*(Blank)*	69.00	71.00	73.00

Diverse Learner Growth Percentile - Math

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	67.00	30.00	32.00	34.00

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

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	81.00	83.00	85.00	87.00

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

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	88.00	87.00	89.00	90.00

National School Attainment Percentile - Reading (Grade 2)

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	78.00	81.00	83.00	85.00

National School Attainment Percentile - Math (Grade 2)

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	74.00	83.00	85.00	87.00

% of Students Making Sufficient Annual Progress on ACCESS

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	54.40	49.20	53.00	56.00

Average Daily Attendance Rate

Historical performance indicates an anticipated incremental increase in student achievement for indicated metric. Specific goals for Elementary School Assessment Attainment and Growth will be developed as indicated above when a district decision has been reached on which assessment will be used.	95.40	95.40	95.70	96.00

My Voice, My School 5 Essentials Survey

Improvement shown in indicated areas of growth need.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Dedicated MTSS coordinators will be assigned to the K-4th and 5th-8th Bridge facilities. A daily MTSS period will be scheduled into every classrooms schedule. Bi-monthly GLT meetings will be held with administration and the MTSS coordinators where student data will be reviewed by tier groupings and individual students. Extra focus will be given to EL, DL, and At-Risk student groups and individual students.	Adjustments (as indicated) to the instructional programs, interventions and strategies for student tier groupings and individual students will occur on a consistent and timely basis.	This MTSS program approach will result in consistent , effective instruction which will lead to higher student achievement and success for all student tier groups and individual students.

Tags:
Bilingual, Academic gain, Differentatied instruction, Grade level meetings, Accountability, Data tracking, Academic supports, Grade level teams, Special education, Asessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Expectations for depth & breadth of quality teaching: multi-tiered system of support

Area(s) of focus:
1

Action step	Responsible	Timeframe	Evidence for status	Status
Assign MTSS Coordinators. Schedule daily MTSS period. Schedule bi-monthly GLT meetings.	Administration/ILT	May 19, 2016 to Jun 20, 2017	NWEA MAP/TRC-MPG/PARCC/MTSS Assessments. Schedules with accompanying meeting agendas/minutes.	On-Track

MTSS

Strategy 2

If we do...	...then we see...	...which leads to...
Instructional plans will be created for each grade level by the GLT. Instructional programs, strategies and approaches will be reviewed for effectiveness on a bi-monthly basis at the bi-	Grade level instructional plans will result in curriculum consistency across the grade levels. Review of instruction at every GLT/MTSS meeting will result in prompt instructional	Continuous review of instructional practices will result in more effective approaches and improved student growth and attainment.

monthly GLT/MTSS meetings. Funds will be budgeted to provide on-going professional development opportunities for all staff to improve and enrich instructional programs and practices. Acquisition of native language materials for the Spanish/Polish TBE classrooms will be necessary for EL classroom instruction requirements.	adjustments and responses as assessments and progress of students indicate.

Tags:
Instructiion

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status
Review instructional plans and practices bi-monthly.	Administration/GLTs/ILT	May 19, 2016 to Jun 20, 2016	GLT meeting agendas/minutes.	On-Track

Curriculum, Academics, Differentatied instruction, Grade level meetings, Approaches to teaching and learning, Grade level teams, Collective responsibility, Special education, Asessment, Collaborative teachers, Analysis of data, progress monitoring, rit instruction, small group instruction, High quality instruction/professional development, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Bilingual tbe

Provide funding for professional development	Administration	May 19, 2016 to Jun 20, 2017	Google P.D. staff tracking sheet with assessment results at grade and classroom levels.	Not started

Professional development

Strategy 3

If we do...	...then we see...	...which leads to...
In combination with strategies one and two a review of student tasks to ensure they are rigorous will complete the combined three strategy approach. The review of student tasks to ensure they are rigorous will occur in conjunction with strategies one and two at the bi-monthly GLT meetings and ILT meetings.	An effective three strategy approach program.	Student growth at the tier grouping and individual student levels will occur. Teacher professional growth and effectiveness will increase commensurately within the three strategy program.

Tags:

Area(s) of focus:
3

Action step	Responsible	Timeframe	Evidence for status	Status
Review rigorous student tasks at bi-monthly GLT's	Administration/GLTs/ILT	Aug 29, 2016 to Jun 20, 2017	GLT meeting agendas and minutes with accompanying student assessment data.	Not started

Rigorous tasks

Action Plan

District priority and action step	Responsible	Start	End	Status

✚ Assign MTSS Coordinators. Schedule daily MTSS period. Schedule bi-monthly GLT meetings. Tags: Bilingual, Academic gain, Differentatied instruction, Grade level meetings, Accountability, Data tracking, Academic supports, Grade level teams, Special education, Asessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Expectations for depth & breadth of quality teaching: multi-tiered system of support, MTSS	Administration/ILT	May 19, 2016	Jun 20, 2017	On-Track
✚ Review instructional plans and practices bi-monthly. Tags: Instructiion, Curriculum, Academics, Differentatied instruction, Grade level meetings, Approaches to teaching and learning, Grade level teams, Collective responsibility, Special education, Asessment, Collaborative teachers, Analysis of data, progress monitoring, rit instruction, small group instruction, High quality instruction/professional development, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Bilingual tbe	Administration/GLTs/ILT	May 19, 2016	Jun 20, 2016	On-Track
✚ Provide funding for professional development Tags: Instructiion, Professional development	Administration	May 19, 2016	Jun 20, 2017	Not started
✚ Review rigorous student tasks at bi-monthly GLT's Tags: Rigorous tasks	Administration/GLTs/ILT	Aug 29, 2016	Jun 20, 2017	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.

An Annual Title I Meeting is held to provide parents/families and the Bridge School community the opportunity to give input into the development of the NCLB Parent Involvement Plan and Policy. The Annual Title I meeting will be held on 9/26/16 at 5:30 PM. Parents are also invited to monthly NCLB PAC meetings that are held prior to the LSC meetings on the second Monday of each month. These meetings afford parents and the community the opportunity to review progress and offer input on improvements of the school in a timely manner.

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

Parents will be invited to the Annual Title I Meeting to inform them of the school's participation in NCLB Title I programs and their right to be involved in the Title I programs. Parents will also be invited to the monthly NCLB PAC meetings that are held prior to the LSC meetings on the second Monday of each month. Bridge will have its Annual NCLB PAC Title I Meeting on September 26, 2016 at 5:30 PM. The Title I PAC Organizational Meeting will be held on September 26, 2016 at 6:15 PM. Parents and the community will be notified of these events by the monthly school newsletters, flyers sent home, posted outdoor school sign notices and public postings of meeting events and times.

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.

Parents will be provided information in a timely manner about the school's 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 at the first Annual NCLB PAC Meetings held on September 26, 2016. The school Open House meeting will be held on September 14, 2016 from 5:00-7:00 PM, which will also inform parents of the schedule of monthly informative meetings held at the school throughout the school year. Parents and the community will be notified of these events by the monthly school newsletters, flyers sent home, posted outdoor school sign notices and public postings of meeting events and times.

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.

The school will immediately respond to parent suggestions at the monthly NCLB PAC meetings that precede the school's LSC meetings. Parent suggestions can be further discussed and voted on at the following LSC meeting for incorporation into school operations as appropriate.

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.

Parents will be issued NWEA MAP/PARCC reports on their child's performance in reading, math and language arts when CPS/ISBE releases these data reports to the school's for dissemination to the parents.

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.

Parents will be provided 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 as required by federal guidelines and CPS policies and procedures. This notice will be released to parents when school administration is instructed by CPS to disseminate appropriate notifications as required by law.

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.

The school will hold an Annual Title I Meeting on 9/26/16 at 5:30 PM and an Open House on 9/14/16 from 5:00-7:00 PM in the beginning of the year at which time administration and teachers will assist parents in understanding state and local academic content and requirements. Staff will also assist parents in how to monitor their child's progress and how to work with their child's teachers. Teachers will also be available throughout the school year to assist parents as need dictates for their individual child. Parents will also be able to seek help and assistance at the monthly NCLB PAC meetings that precede the monthly LSC meetings.

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.

The school will hold an Open House on September 14th, 2016 from 5:00-7:00 PM and family literacy nights throughout the school year to help assist parents in working with their children in conjunction with the school. Parents will also be encouraged to participate in the many school activities: book fairs; science fairs; field trips; Octoberfest Fun Fair; Annual Spring Fling and the many other activities that enrich their child's educational experience. Family info nights will also be held to educate parents and families on various topics that will educate them on helping their children succeed in school. The bilingual department will also hold Bilingual Advisory Council (BAC) meetings throughout the school year. Teachers and staff can share multicultural information with parents through a lending library of books, articles, videos, bulletin board of events, parenting programs and newsletters.

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.

Staff will be in-serviced 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. This will be accomplished by having appropriate school and/or district personnel provide this training.

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.

School administration will work closely with the NCLB PAC, BAC, PTA and LSC to the extent feasible and appropriate, coordinate and integrate parent programs and activities with the Pre-School for All program and other existing school programs, to further encourage and support parents in more fully participating in their children's education.

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.

Parents will be informed of information related to the school and parent programs, meetings, and other activities with a monthly school newsletter and event flyers. Flyers will be sent home in the families home language as needed. All-calls in the native languages will also be utilized to inform families of upcoming events, meetings and activities.

Policy Implementation Activities

- [x] The LSC will approve the school improvement plan and monitor the CIWP.
- [x] In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- [x] The school will coordinate the parent involvement programs identified in the CIWP.
- [x] 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.)

It is the fundamental mission of Bridge School to provide the opportunities and resources in the least restricted environment for students of all ages, abilities, and disabilities including general education, Special Education and English Language Learner students, to develop and emphasize the academic and social skills they need to pursue personal goals and to make positive contributions to the greater community. By combining forward-thinking professionals, abundant learning materials, academic supports for unique learning needs, current technology, and community and parental resources, Bridge School will nurture and encourage a generation of life-long learners. Bridge stakeholders will then be able to assess, evaluate, and synthesize data and will be able to generate positive ideas for current and future situations as they become college and career ready.

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.

Open House - September 14, 2016. First Quarter Report Card Pick-Up Day - November 9, 2016. Third Quarter Report Card Pick-Up Day - April 19, 2017. Classroom teachers will also conduct parent-teacher meetings as individual student need dictates.

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

First Mid-Quarter Progress Report - October 7, 2016. First Quarter Report Card issued to parents at Parent/Teacher Conference Day - November 9, 2016. Second Mid-Quarter Progress Report distributed to students - January 9, 2017. Second Quarter Report Card distributed to students - February 10, 2017. Third Mid-Quarter Progress Report distributed to students - March 10, 2017. Third Quarter Report Card issued to parents at Parent/Teacher Conference Day - April 19, 2017. Fourth Mid-Quarter Progress Report distributed to students - May 19, 2017. Fourth Quarter Report Card distributed to students - June 20, 2017. Individual classroom teachers will report unsatisfactory student progress to parents as need indicates.

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

Staff will be available during Report Card Pick-Up Days and by appointment throughout the school year as needed.

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

Parents are encouraged to assist with class activities including mentoring, assisting with student projects, participating in field trips, helping to set-up classroom displays. Parents are also encouraged to volunteer for monthly Family Movie Night events, Fall/Spring Book Fairs, Annual Science Fair, OctoberFest Fun Fair, Spring Fling and a host of other during/after school activities.

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

Parents will support their children's learning by seeing that their children have necessary supplies, homework, and other materials for the school day. Parents will also assist by supervising their children's completion of homework and assignments and monitoring their daily attendance. Parents will also coordinate their efforts with their child's teacher to maximize the educational experience of the student.

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 participate in decisions relating to the education of their child by interacting with the classroom teacher and support teachers. Parents will also participate in educational decisions by attending/participating in monthly Local School Council(LSC) meetings, No Child Left Behind Parent Advisory Committee (NCLB PAC) meetings, and Bilingual Advisory Committee (BAC) 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 will maintain good attendance and arrive to school every day on time, have all homework and class assignments completed, and be supplied and prepared for the school day activities. Students will also maintain a positive attitude and treat each other and school staff with courtesy and respect.

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 increast student academic achievement through parental involvement; specify your goals.

The school will increase student achievement thriough parental involvement by distributing monthly (Sept.-June) school newsletters and flyers to notify parents of upcoming school meetings/events and 1st /3rd Quarter Report Card Pick-Up conferences with parents/teachers.
The school will also conduct teacher led monthly parent training workshops (five) designed to help educate parents in how to support school learning activities at home.

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.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ Amount .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ Amount .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510	**Postage** Must be used for parent involvement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount .00

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