Orville T Bright Elementary School (/school-plans/39) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/26/2016	Alicia Lewis, Erica Fox	Initial Planning
04/12/2016	Bright ILT Team: Sanders, Lewis, Fox, McKinney, Linton, Macklin, Chavez	Determine SY 2016-2018 CIWP Priorities and Strategy Development
02/03/2016	Bright ILT Members: Sanders, Lewis, Fox, McKinney, Linton, Macklin, Rojas, Klaczynski	Introduce New Web Based CIWP Tool SY 2016 and Discuss CIWP Priorities for New Cycle
03/30/2016	Bright ILT/CIWP Team Members: Sanders, Lewis, Fox, McKinney, Macklin, Klaczynski	Review SQRP/CIWP Priority Alignment SY 2016-2017

05/24/2016	Bright BAC Meeting CIWP Presentation, Overview and Rationale	Present SY 2016-2018 Bright CIWP Priorities
05/12/2016	Bright May 12, 2016 LSC Meeting CIWP Priority Review	Present and Review SY 2016-2018 CIWP Priorities and Rationale
06/09/2016	Bright June 9, 2016 LSC Meeting (Bright LSC Members, Principal)	Bright June 9, 2016 LSC Meeting Final Review of CIWP and Approval

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

> The school has developed a draft CIWP for SY 2016-2018 to drive teaching and learning in which key priorities and strategic levers have been identified (Balanced Literacy Framework and the GRR Framework based on current data analysis and previous trend data). Teachers are supported and developed through intense professional development in Balanced Literacy, GRR, and Math, to design and provide targeted instruction based on CCSS. School structures have been implemented (common planning time, before and after school PD, more on-site professional development (Wednesday Principal PD, Roosevelt University Literacy Grant PD, Math Coach Grades 2-8) to increase the percentage of students meeting their NWEA achievement growth targets and to significantly reduce the percentage of students performing below the 20th percentile. The Principal through classroom observations determines school-wide trends and has developed a professional learning system to build greater organizational capacity and instructional expertise, including a year long professional development calendar aligned to CIWP priorities and strategies.
>
> The Principal clarifies the school wide goals as well as district and Network priorities in weekly grade level meetings. Principal monitors instructional practices employed in the classroom and works with teachers in common planning to determine quarterly goals. Principal requires and monitors weekly and monthly communication with parents/guardians to ensure parent and guardians are aware of school-wide goals, weekly learning objectives, and materials and resources purchased with discretionary funds.

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

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

> The Instructional Leadership Team consist of teachers with a variance in years of experience (e.g. Bilingual Education, Special Education, Literacy, Math) and areas of expertise. The ILT works in concert with the administrators to improve teaching and learning school-wide. The ILT assist in identifying areas in which whole staff development is needed.The ILT organizes professional development activities and teacher development efforts as Teacher Leaders during weekly grade level team meeting. The ILT consistently analyzes data at the classroom, grade band, and school wide level. SY 2015, Administration and the ILT developed a systematic data analysis protocol that is vertical and horizontally aligned to ensure consistency and focus when instructional adjustments and reteaching is necessary, based on summative and formative assessment data.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1　2　**3**　4

Administration encourages staff members to be proactive in their professional development and seeking "In-house" support (weekly push-in visits with feedback, coaching, and next steps) as well as outside professional development opportunities aligned to coaching feedback for improvement, as well as areas of professional practice in need of development (Teacher Needs Survey). Administration has implemented Literacy support/coaching structures which include regularly scheduled push-in observations by the math coach and administration. All teachers are required to complete a self-assessment in which they identified their instructional strengths and areas of growth.Coaching logs with next steps and implementation due dates are used daily and weekly with identified teachers. Teachers consistently receive quality feedback from push-in observations that is tightly aligned to the CPS Framework for Teaching. More peer coaching and cross classroom visits are needed as an integral part of teachers' professional learning.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1   2   **3**   4

Curricular sequence in primary and intermediate grades is now consistent as teachers and TAs following a Literacy Pacing Guide to support instruction to improve student growth outcomes in Reading and Eureka Math, in conjunction with the ISBE Math Scope and Sequence to support teachers in knowing "what to teach and when to teach it" in order to meet NWEA instructional targets and the CCSS shifts in Literacy and Math. More leveled reading materials were acquired (Roosevelt University Leveled Book Room (provided by Roosevelt University Literacy Grant) and Scholastic Leveled Book Room to ensure all students have access to high quality instructional and grade level texts. School will purchase the Go Math Math Instructional Series for SY 2015-2016 to further support current math instruction and materials aligned to CCSS. Potential hires must demonstrate proficiency with using data to drive instructional design, planning and reteaching, and the GRR teaching model to maximize student learning. All instructional materials (print and online e.g. STRIDE, Think CERCA, are research based and aligned to teaching priorities for each grade level.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

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

Score

1 2 **3** 4

As a Balanced Literacy School we don't use a Basal Program for Reading/ELA. We use the following program/resources for Literacy. Guides have been supplied to each teacher and resources are also available at teacher.depaul.edu at any time:

DePaul Center for Education NWEA Pacing Guide for Literacy Scope and Sequence (Quarterly w/Skill Focus for Each Week-- Reading, Writing, and Vocabulary)
Scholastic Leveled Book Room
Scholastic Implementation Guide Resource (Guided Reading, Running Records etc...
Reading A to Z
Stride Academy for Literacy Differentiation (Scaffolded Curriculum)
Roosevelt University Level Text Sets Grades K-8
Lucy Calkins Units of Study for Writing

Curricular sequence in primary and intermediate grades is now consistent as teachers and TAs following a Literacy Pacing Guide to support instruction to improve student growth outcomes in Reading and Eureka Math, in conjunction with the ISBE Math Scope and Sequence to support teachers in knowing "what to teach and when to teach it" in order to meet NWEA instructional targets and the CCSS shifts in Literacy and Math. More leveled reading materials were acquired (Roosevelt University Leveled Book Room (provided by Roosevelt University Literacy Grant) and Scholastic Leveled Book Room to ensure all students have access to high quality instructional and grade level texts. School will purchase the Go Math Math Instructional Series for SY 2015-2016 to further support current math instruction and materials aligned to CCSS. Potential hires must demonstrate proficiency with using data to drive instructional design, planning and reteaching, and the GRR teaching model to maximize student learning. All instructional materials (print and online e.g. STRIDE, Think CERCA, are research based and aligned to teaching priorities for each grade level.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), etc.)**
  - **Integrate academic and social emotional learning.**
  - **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1   2   **3**   4

As a Balanced Literacy School we don't use a Basal Program for Reading/ELA. We use the following program/resources for Literacy. Guides have been supplied to each teacher and resources are also available at teacher.depaul.edu at any time:

DePaul Center for Education NWEA Pacing Guide for Literacy Scope and Sequence (Quarterly w/Skill Focus for Each Week-- Reading, Writing, and Vocabulary)
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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

Teachers communicate with students the standards-based learning objective, directions, and procedures and provide background information to assist students in making connections and establish relevance of the learning. However, scaffolding is inconsistent and questioning and discussion techniques still utilize mostly low level questions with a single path of inquiry, frequently observed in diverse learner resource classrooms . Formative assessments are not always consistently used, and instruction in many classrooms is still mostly whole group. Teachers continue to need support with small group instructional planning and planning for diverse learners in SPED resource classrooms. CCSS instructional shifts in Literacy and Math are evident in all classrooms, more support and frequency in using analysis protocols for analyzing student work samples to determine cognitive demands asked of students and reinforce quality academic work standards for students.

Guide for Rigorous Student Tasks

- o **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.
- o **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.
- o **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.
- o **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.
- o **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.**
- o **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - ▪ Analyze models with students to build a vision of quality.
  - ▪ Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - ▪ Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 **2** 3 4

Administration continues to work with classroom teachers and the school counselor to develop a plan to embed college and career expectation into the fabric of the school across all grade levels. Currently the focus and expectations are geared towards middle school students. A Student Advisory Council was formed, and administration and the school counselor has developed school based and external activities that expose and actively expose students to a college -going culture. School has developed a partnership with the UIC College of Engineering , and RUSH University to expose students to university culture, expectations, programs, and the college admissions process. Information about college or career choices is provided by the school counselor, however the school needs to develop activities and programs to provide ongoing exposure to college and career culture in grades K-8. Currently college and career exploration is mostly geared to middle school students.
Classrooms have a designated area for college and career planning information. All students are encouraged to consider education as a necessity and not an option.

Guide for Transitions, College & Career Access & Persistence

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

process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with:

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

> Teachers communicate with students the standards-based learning objective, directions, and procedures and provide background information to assist students in making connections and establish relevance of the learning. However, scaffolding is inconsistent and questioning and discussion techniques utilize mostly low level questions with a single path of inquiry. Formative assessments are not consistently used and instruction in many resource classrooms is mostly whole group. More professional development is needed in designing lessons providing targeted support to individual students based on learning needs identified by achievement data. There are still pockets of resistance to changing instructional practiced based on analysis of current student data in some classrooms, and timely intervention to support struggling students.

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 currently does not have an active MTSS Team, but does have a systematic approach to identify students in need of academic intervention and additional SEL supports. The Physical Education teacher, Art teacher, and Music teacher push in during the reading/language and math block to support students who are not meeting academic success. Push-In teacher training on intervention strategies to utilize with small group is inconsistent and at times ineffective in reinforcing the strategies taught by the classroom teacher. Additional professional development is needed for specials teachers and SPED resource teachers to individualize instruction for students in need of intervention, and using the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
>
> Additional professional development is also needed to support teachers in determining appropriate interventions for students or groups of students not making adequate progress.

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

> School wide data is examined by the entire faculty. Multiple assessment types such as STRIDE PMAS (four per year, STRIDE differentiated quizzes, end of quarter assessments, mClass progress monitoring and miscue analysis); however, some teachers still rely on one assessment with limited use of formative assessment and progress monitoring tools (running records, miscue analysis). Assessment accommodations and modification for students with disabilities are not always in place or implemented with fidelity. The school counselor and case manager have access to detailed information they need to support students, parents, and teacher teams in making important decisions about a student's education, and/or transition to high school.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**

- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

Score

1   2   **3**   4

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.

Administration consistently communicates a message of on-going improvement and an ever present focus on teaching and learning. Classroom teachers and team leads are supported in developing as leaders, and change agents in the school. Perseverance is communicated to students as a tool and strategy to grow academically, and develop as learners and productive citizens. Celebrations and recognition of student achievement are frequent. Teachers provide specific, targeted feedback to students to support student learning and growth. School structures have been implemented (common planning time, before and after school PD, academic "boot camp") to increase the percentage of students meeting their achievement growth targets and significantly reduce the percentage of students performing below the 20th percentile.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1   2   **3**   4

> Bright provides a supportive and nurturing environment where students have a voice. A Student Advisory Council was formed to provide increased opportunities for student voice and leadership opportunities and support positive peer relations. Interactions between students and adults are mostly respectful. Responses to student misbehavior/disrespect is appropriate an aligned to restorative justice practices. Staff and administration are culturally responsive and respectful of students' home cultures and language.

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

> Bright provides a supportive nurturing environment where students have a voice.A Student Advisory Council was formed to provide increased opportunities for student voice and leadership opportunities and support positive peer relations. Additional scheduling options are needed to provide opportunities for more consistent meeting times, to encourage students to initiate and lead school improvement efforts, and become more comfortable with voicing issues of concern, and work proactively with staff to implement solutions.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**

- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 **3** 4

The school and classrooms employ the Bright School Behavior Expectation Matrix: "Be Safe" , "Be Respectful", "Be Responsible" to guide and model behavior expectations in the classroom, lunchroom, hallways, field trips, special classrooms, and before and after school. CHAMPS Behavioral Form is used to report, monitor, and track student misbehavior. Classroom vs. Administration behavior management protocols have been established and communicated to all staff. The Climate and Culture coordinator will provide additional support SEL for students grades 3-8, and provide targeted support for identified Tier II and Tier III students in those grades. An ISS room will be established as an alternative to suspension SY 2016-2017.

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.

Bright provides a supportive and nurturing environment where students have a voice. Responses to student misbehavior/disrespect is appropriate and aligned to restorative justice practices. Administration continues to develop and implement programs to support that encourage and maintain positive student behavior. The school has implemented the Second Step Program and CHAMPS as part of SEL practices, and will have an onsite Restorative Practice coach SY 2016-2017. These practices have drastically reduced the school's suspension rate from the previous school year, which has led to increased attendance, which is currently at 95%.

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

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

Administration and teachers provides frequent information to parents in English and in Spanish via the school's website, monthly teacher newsletters, and principal's LSC report that is provided monthly to the BAC and PAC. Teachers are required to submit monthly newsletters to administration before dissemination to parents is which they provide information regarding the instructional focus, how parents can assist their students with school work and meeting behavior expectations, and supports and resources available at the school to assist families. The school's instructional staff and administration will develop more opportunities to engage parents in students' learning and monitoring of student achievement by increasing parent knowledge and use of the Parent Portal to track student grades and academic progress.The school has established a welcoming and professional environment.Administration frequently makes time to meet with parents to address their concerns. Parents and visitors to the building have frequently commented that climate has improved at the school and that interactions with administration is warm and professional. Parents are asked and welcomed to volunteer during school-events and field trips. Administration continues to build relationships with parents through the LSC, BAC, and PAC committees. The school continues to increase opportunities for family and community engagement such as Student performances, assemblies, art exhibits, Math and Literacy Nights etc..

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 **3** 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 **4** 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	**1** 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 **2** 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘

3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘

3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

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

The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	38.00	43.00	66.00	80.00

National School Growth Percentile - Math

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.	4.00	27.00	47.00	67.00

% of Students Meeting/Exceeding National Ave Growth Norms

The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data. Implementation of systematic accountability structures for all SPED teachers including lesson plan review and feedback, a Peer Review Calendar and Process to ensure that SPED teachers are writing "right fit" IEPs for diverse learners based utilizing formative and summative assessment data, and monitoring of IEP goal development and tracking. A critical review and updating of SPED student and personnel schedules was conducted and is on-going to ensure programming for SPED students is explicitly tied to student IEPs to close the achievement gap between diverse learners and their gen ed peers. Regular on -site professional development for SPED teachers has been provided on strategies for improving instructional accommodations for diverse learners in the Gen Ed classroom and self-contained classroom (lesson planning), as well as IEP development and goal writing. We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.	42.00	(Blank)	75.00	80.00

African-American Growth Percentile - Reading

The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	23.00	22.00	45.00	65.00

Hispanic Growth Percentile - Reading

Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools (STRIDE Academy, READING A to Z) with Spanish Language curriculum, have led to increased academic outcomes for ELL students e.g. passing grades in reading and math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC. The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	(Blank)	(Blank)	75.00	85.00

English Learner Growth Percentile - Reading

Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools (STRIDE Academy, READING A to Z) with Spanish Language curriculum, have led to increased academic outcomes for ELL students e.g. passing grades in reading and math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC. The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	(Blank)	(Blank)	65.00	75.00

Diverse Learner Growth Percentile - Reading

Implementation of systematic accountability structures for all SPED teachers including lesson plan review and feedback, a Peer Review Calendar and Process to ensure that SPED teachers are writing "right fit" IEPs for diverse learners based utilizing formative and summative assessment data, and monitoring of IEP goal development and tracking. A critical review and updating of SPED student and personnel schedules was conducted and is on-going to ensure programming for SPED students is explicitly tied to student IEPs to close the achievement gap between diverse learners and their gen ed peers. Regular on -site professional development for SPED teachers has been provided on strategies for improving instructional accommodations for diverse learners in the Gen Ed classroom and self-contained classroom (lesson planning), as well as IEP development and goal writing .The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for all SPED teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	1.00	(Blank)	45.00	65.00

African-American Growth Percentile - Math

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.	2.00	26.00	46.00	66.00

Hispanic Growth Percentile - Math

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.	(Blank)	(Blank)	65.00	80.00

English Learner Growth Percentile - Math

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools (STRIDE Academy) with Spanish Language curriculum for reading and math, have led to increased academic outcomes for ELL students e.g. passing grades in math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC.	(Blank) (Blank)	60.00	75.00

Diverse Learner Growth Percentile - Math

Implementation of systematic accountability structures for all SPED teachers including lesson plan review and feedback, a Peer Review Calendar and Process to ensure that SPED teachers are writing "right fit" IEPs for diverse learners based utilizing formative and summative assessment data, and monitoring of IEP goal development and tracking. A critical review and updating of SPED student and personnel schedules was conducted and is on-going to ensure programming for SPED students is explicitly tied to student IEPs to close the achievement gap between diverse learners and their gen ed peers. Regular on -site professional development for SPED teachers has been provided on strategies for improving instructional accommodations for diverse learners in the Gen Ed classroom and self-contained classroom (lesson planning), as well as IEP development and goal writing. We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.	1.00 (Blank)	45.00	55.00

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

The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	14.00 17.00	45.00	65.00

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

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.	4.00	7.00	40.00	65.00

National School Attainment Percentile - Reading (Grade 2)

The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	8.00	55.00	70.00	85.00

National School Attainment Percentile - Math (Grade 2)

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.	8.00	65.00	80.00	90.00

% of Students Making Sufficient Annual Progress on ACCESS

Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools (STRIDE Academy, READING A to Z) with Spanish Language curriculum, have led to increased academic outcomes for ELL students e.g. passing grades in reading and math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC.	31.30	59.10	65.00	75.00

Average Daily Attendance Rate

Reducing the number of daily student absences and tardies will lead to increased student engagement and academic achievement, and increased student investment in school activities, and enrichment programming.	93.10	93.30	95.00	96.00

My Voice, My School 5 Essentials Survey

MSMV Domain: Supportive Environment: The School Is Safe, Demanding, And Supportive.	(Blank)	(Blank)	(Blank)	(Blank)

SY 2014-2015 Bright Received A Score Of 48 in this indicator, which represents Its
Aggregate Performance Across Five Key Indicators
Of Supportive Environment:
Peer Support For Academic Work (21 - Weak)
• Academic Personalism (86 - Very Strong)
• Safety (27 - Weak)
• Student-Teacher Trust (59 - Neutral)

Our goal school SY 2015-2016 is to increase our Indicator Score to 60 by increasing school level opportunities for student voice and influence on specific policies and programs to improve student relationships and overall climate and culture at Bright. We've held meetings with the CPS 4th District School Police Detail to discuss concerns students have expressed traveling and from school, as well as concerns in the surrounding community. School detail officers have committed to increasing patrols in the blocks surrounding the school before school, and during after school programming hours (4pm-6pm) to support students in feeling safe.

Custom metrics

6 of 6 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
ELL Growth Percentile MAth				
We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools (STRIDE Academy) with Spanish Language curriculum for reading and math, have led to increased academic outcomes for ELL students e.g. passing grades in math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC.	(Blank)	(Blank)	60.00	75.00
ELL Growth Percentile Reading				
Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools (STRIDE Academy, READING A to Z) with Spanish Language curriculum, have led to increased academic outcomes for ELL students e.g. passing grades in reading and math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC. The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	(Blank)	(Blank)	65.00	75.00
Diverse Learner Growth Percentile Reading				

Implementation of systematic accountability structures for all SPED teachers including lesson plan review and feedback, a Peer Review Calendar and Process to ensure that SPED teachers are writing "right fit" IEPs for diverse learners based utilizing formative and summative assessment data, and monitoring of IEP goal development and tracking. A critical review and updating of SPED student and personnel schedules was conducted and is on-going to ensure programming for SPED students is explicitly tied to student IEPs to close the achievement gap between diverse learners and their gen ed peers. Regular on -site professional development for SPED teachers has been provided on strategies for improving instructional accommodations for diverse learners in the Gen Ed classroom and self-contained classroom (lesson planning), as well as IEP development and goal writing .The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for all SPED teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	*(Blank)* *(Blank)*	45.00	65.00

Diverse Learner Growth Percentile Math

Implementation of systematic accountability structures for all SPED teachers including lesson plan review and feedback, a Peer Review Calendar and Process to ensure that SPED teachers are writing "right fit" IEPs for diverse learners based utilizing formative and summative assessment data, and monitoring of IEP goal development and tracking. A critical review and updating of SPED student and personnel schedules was conducted and is on-going to ensure programming for SPED students is explicitly tied to student IEPs to close the achievement gap between diverse learners and their gen ed peers. Regular on -site professional development for SPED teachers has been provided on strategies for improving instructional accommodations for diverse learners in the Gen Ed classroom and self-contained classroom (lesson planning), as well as IEP development and goal writing. We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.	*(Blank)* *(Blank)*	45.00	55.00

Hispanic Growth Percentile Reading

Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools (STRIDE Academy, READING A to Z) with Spanish Language curriculum, have led to increased academic outcomes for ELL students e.g. passing grades in reading and math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC. The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	*(Blank)* *(Blank)*	75.00	85.00

Hispanic Growth Percentile Math

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.

| (Blank) | (Blank) | 65.00 | 80.00 |

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
ALL teachers will follow a Balanced Literacy Framework that will provide explicit reading instruction to students on a daily basis. English Language Arts (ELA) lessons will include read alouds, vocabulary, word study, guided practice, small group instruction, writer's workshop, and student intervention. All lessons will include evidence of the Gradual Release of Responsibility. Instruction will derive from NWEA curriculum guides, unit plans that are aligned to the Common Core State Standards.	that learning tasks and activities will be aligned to CCSS objectives. will be able to tell what every student has to learn after unpacking the CCSS. *will be able to ensure that the assignments require students to utilize higher order thinking skills. *will be able to check if the assessments reflect the level of understanding and show what teachers need to reteach and/or areas where teachers need to increase rigor *will see more students engaged in literacy learning process	70% or more of students in grades 2-8 meeting or exceeding their NWEA growth targets for reading.

Tags:
Instruction

Area(s) of focus:
2, 1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Administer 5 week assessments to monitor teaching and learning of ELA instruction.	Principal, Assistant Principal, ILT	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started

Instruction

Conduct regular push in observations and provide literacy instructional coaching and feedback to teachers.	Principal, Assistant Principal	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started

Instruction

Employ strategies for scheduling that support job embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative assessment reading data.	Principal, Assistant Principal	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started

Instruction

Implement quarterly family literacy nights and informational meetings targeting strategies and learning outcomes for each grade level to increase family involvement and knowledge of the ELA program, Common Core, PARCC, 2-8 NWEA data and student goal setting.	Principal, Assistant Principal, ILT	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started

Instruction

Conduct on-going data analysis and goal setting with teachers as soon as data becomes available utilizing Stride Academy's formative assessments and MOY data	Principal, Assistant Principal, ILT	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started

Instruction

Teachers will attend Saturday and on-site quarterly Balanced Literacy professional development provided by Roosevelt University Balanced Literacy for All Grant to build teacher knowledge and capacity in Balanced Literacy Implementation, as well as on-site PD to support Balanced implementation with fidelity.	Principal, Assistant Principal , ILT	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started

Instruction

Implement and monitor teacher literacy unit plans based on common core state standards that relate to Network 13 Literacy Competency with fidelity by introducing Tri-State ELA/CCSS Rubric to evaluate and provide feedback to teachers on their unit plans.	Principal, Assistant Principal, ILT	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started

Instruction

Strategy 2

If we do...	...then we see...	...which leads to...
Utilize 90 instructional minutes daily as an opportunity to implement a vertically aligned scope and sequence, units of study and 5 week assessments to support high quality math teaching and learning. This will includes regular small group instruction, student intervention, and acceleration.	will be able to ensure that the task and activities will be aligned with the objectives. *will be able to tell what every student has to learn after unpacking the CCSS. *will be able to ensure that the assignments relate to the objectives using higher order thinking skills *will be able to check if the assessments reflect the level of understanding and show what teachers need to reteach and/or which areas teachers need to increase rigor in. *will see more students being engaged in math learning and mathematical practices	70% or more of students in grades 2-8 meeting or exceeding their NWEA growth targets for math.

Tags:
Instruction

Area(s) of focus:
2, 1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Implement math unit plans based on common core state standards with fidelity.	Principal, Assistant Principal, ILT	Sep 1, 2016 to Jun 30, 2017	*(Blank)*	Not started

Instruction

Designate an instructional math coach to support teacher capacity for high-quality math instruction and to direct math intervention work.	Principal, Assistant Principal, Math Coach	Sep 1, 2016 to Jun 30, 2018	*(Blank)*	Not started

Instruction

Employ strategies for scheduling that support job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data.	Principal, Assistant Principal, ILT	Sep 1, 2016 to Jun 30, 2018	*(Blank)*	Not started

Instruction

Conduct regular observations and provide coaching/feedback to teachers regarding math instruction	Principal, Assistant Principal, Math Coach	Sep 1, 2016 to Jun 30, 2018	*(Blank)*	Not started

Instruction

Implement and monitor cohesive math pacing across grade levels	Principal, Assistant Principal, Math Coach	Sep 1, 2016 to Jun 30, 2018	*(Blank)*	Not started

Instruction

Provide after school acceleration and intervention math tutoring/support for students.	Principal, Assistant Principal, ILT	Sep 1, 2016 to Jun 30, 2018	*(Blank)*	Not started

Instruction

Implement quarterly family math nights targeting strategies and learning outcomes for each grade level to increase family involvement in the math program.	Principal, Assistant Principal, ILT	Sep 1, 2016 to Jun 30, 2018	*(Blank)*	Not started

Parental involvement

Strategy 3

If we do...	...then we see...	...which leads to...
Develop and implement a specific system for MTSS Interventions for students in grades K-8	Improved school climate Good "First Teaching for All Students" (Tier I)	50% or more of diverse learner students meeting and/or exceeding their NWEA growth

(utilizing data based problem solving) to integrate academic and behavioral instruction and intervention based on student needs.

Targeted instruction and interventions for learners both at risk and highly able
Significant improvements in pro-social behaviors
Increased student growth on DWA assessments and overall improvement in achievement rates
Higher quality staff collaboration
Reduction in the over-representation of diverse student groups in low academic performance, special education, and suspensions for misbehavior
Increased student engagement while in school

targets in Reading and Math in grades 2-8.

A 25% reduction in the percentage of students transitioned from the most restrictive setting LRE 3, to a more inclusive LRE 2 setting.

75% or more of gen ed students meeting and/or exceeding their NWEA growth targets in Reading and Math

All teachers will integrate social emotional learning (PBIS and Second Step) into their instructional practices enabling students to from positive relationships, and make responsible decisions, resulting in 70% or more of students attaining proficiency in reading and math as measured by formative assessments and NWEA.

An overall school wide student suspension rate of 10% or less

Improved student attendance 95% or better
Reducing by 20% of the number of students requiring Tier 2 interventions for behavior supports
Reduced suspension rate by 20%

A reduction in CHAMPS discipline referrals by 30% in each classroom
by training and developing students to employ effective, developmentally appropriate strategies to self-manage behavioral triggers, and the tenets of self and mutual respect,to help reduce peer conflicts

Tags:
Intervention, Restorative approaches, Instructional practices

Area(s) of focus:
3, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Establish an MTSS Team (Administrators, Case Manager, Security Office, grade band teachers, Sped staff)	Principal, AP, Case manager	Sep 1, 2016 to Sep 28, 2016	*(Blank)*	Not started

MTSS

Determine/set a MTSS Team Meeting Schedule	Case Manager	Sep 1, 2016 to Sep 28, 2016	*(Blank)*	Not started
Provide professional development on PBIS and Second Step for staff	Administration, Case Manager	Sep 1, 2016 to Nov 1, 2016	*(Blank)*	Not started
Provide Professional development to Gen Ed teachers on strategies for embedding appropriate accommodations for diverse learners in the Gen Ed classroom.	Case Manager/SPED Lead	Sep 1, 2016 to Jun 17, 2017	*(Blank)*	Not started

Action step	Responsible	Timeframe	Evidence for status	Status
Provide Professional development to all staff on the school's process and procedures for MTSS/Data Based Problem Solving	Case Manager/Administration	Sep 1, 2016 to Dec 1, 2016	(Blank)	Not started

MTSS

Action step	Responsible	Timeframe	Evidence for status	Status
MTSS Team Conducts 5 Week Data "Deep Dives" to review school wide attendance data, DL and gen ed achievement data grades K-8, and student misconduct report data in Verify to note trends, areas of celebration and concentration	MTSS Team	Sep 1, 2016 to Jun 23, 2017	(Blank)	Not started
Climate and Culture coordinator will support SEL for students grades 3-8 and provide targeted support for identified Tier II and Tier III students in need of additional behavioral supports grades 3-8. An ISS room will be established as an alternative to suspension.	SEL Coordinator	Sep 6, 2016 to Jun 30, 2018	(Blank)	Not started
Establish the Peace Room as an alternative to suspension with specific referral criteria	SEL Coordinator	Sep 6, 2016 to Oct 3, 2016	(Blank)	Not started
(Blank)	(Blank)	Sep 6, 2016 to Oct 3, 2016	(Blank)	Not started
(Blank)	(Blank)	select	(Blank)	Behind

Strategy 4

If we do...	...then we see...	...which leads to...
Support students' social emotional development to foster positive peer interactions by providing opportunities to increase civic engagement at school and in the surrounding community	Increased student engagement while in school Improved school climate and culture through participation in Student Advisory Council. Increased student participation in school beautification projects and civic clubs e.g. Garden Club, Peace Circles. Student self management during the school day improve.	An overall school wide student suspension rate of 10% or less Improved student attendance 95% or better reduced peer conflicts

Tags:
Student engagement, Student council, Student voice

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Action step	Responsible	Timeframe	Evidence for status	Status
Establish Student Advisory Council to meet bi-weekly with Administration to discuss " What's Working" "What Needs Attention" and determine student incentive activities, and school climate and culture activities each quarter of the school year.	Principal, Attendance Coordinator	Sep 5, 2016 to Oct 3, 2016	(Blank)	Not started

Student engagement, Student council

Create Student Advisory Bi-Weekly Meeting Calendar	Principal, Attendance Coordinator	Sep 19, 2016 to Jun 23, 2017	(Blank)	Not started

Student engagement

Develop quarterly student incentive activities calendar	(Blank)	Sep 19, 2016 to Jun 23, 2017	(Blank)	Not started

Strategy 5

If we do...	...then we see...	...which leads to...
Support the ILT and Teacher Teams by building leadership structures and job embedded leadership training and development to capitalize on the leadership skills, ideas, and instructional expertise of the teaching staff	increased capacity with change management and managing the challenges associated with making small and large improvements more teachers collaborating with colleagues across grade bands more teaching team members act in ways that are consistent with the school's values, beliefs, mission and vision, to further establish collegiality , trust, and responsibility for the success of all students in the school, not solely the teacher's own students	ILT members leading and facilitating 75% or more of scheduled ILT meetings. teacher teams taking the lead in planning key school improvement and parent engagement activities such at teacher lead workshops for parents, Open House, Quarterly Family Literacy Night, Quarterly Family Math Night, Social Emotional Learning Workshops, Student Art Show 70% of the time teacher team members independently initiating proposals for on-site teacher led professional development aligned to the school's mission, vision, and priorities 50% of the time SY 17 and SY 18.

Tags:
Shared leadership, Collaboration, Leadership and collective responsibility, Instructional support

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Determine/set ILT Meeting Schedule	ILT Team Member	select	(Blank)	Not started

ILT, Collaboration

Develop quarterly parent engagement workshop calendar from information gathered from parent surveys	MTSS/ILT/Administration	Sep 12, 2016 to Oct 10, 2016	(Blank)	Not started

MTSS, ILT, Parent engagement, Parent involvement, Collaborative teachers, Collaborative planning

| Develop year long, differentiated professional development calendar based on input from Teacher Needs Surveys and REACH observation data | ILT/Teacher Leaders/aAdministration | Sep 12, 2016 to Oct 17, 2016 | *(Blank)* | Not started |

ILT, Professional development, Professional learning plan

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Administer 5 week assessments to monitor teaching and learning of ELA instruction. Tags: Instruction, Instruction	Principal, Assistant Principal, ILT	Sep 1, 2016	Jun 30, 2018	Not started
✚ Conduct regular push in observations and provide literacy instructional coaching and feedback to teachers. Tags: Instruction, Instruction	Principal, Assistant Principal	Sep 1, 2016	Jun 30, 2018	Not started
✚ Employ strategies for scheduling that support job embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative assessment reading data. Tags: Instruction, Instruction	Principal, Assistant Principal	Sep 1, 2016	Jun 30, 2018	Not started
✚ Implement quarterly family literacy nights and informational meetings targeting strategies and learning outcomes for each grade level to increase family involvement and knowledge of the ELA program, Common Core, PARCC, 2-8 NWEA data and student goal setting. Tags: Instruction, Instruction	Principal, Assistant Principal, ILT	Sep 1, 2016	Jun 30, 2018	Not started
✚ Conduct on-going data analysis and goal setting with teachers as soon as data becomes available utilizing Stride Academy's formative assessments and MOY data Tags: Instruction, Instruction	Principal, Assistant Principal, ILT	Sep 1, 2016	Jun 30, 2018	Not started
✚ Teachers will attend Saturday and on-site quarterly Balanced Literacy professional development provided by Roosevelt University Balanced Literacy for All Grant to build teacher knowledge and capacity in Balanced Literacy Implementation, as well as on-site PD to support Balanced implementation with fidelity. Tags: Instruction, Instruction	Principal, Assistant Principal , ILT	Sep 1, 2016	Jun 30, 2018	Not started
✚ Implement and monitor teacher literacy unit plans based on common core state standards that relate to Network 13 Literacy Competency with fidelity by introducing Tri-State ELA/CCSS Rubric to evaluate and provide feedback to teachers on their unit plans. Tags: Instruction, Instruction	Principal, Assistant Principal, ILT	Sep 1, 2016	Jun 30, 2018	Not started
✚ Implement math unit plans based on common core state standards with fidelity. Tags: Instruction, Instruction	Principal, Assistant Principal, ILT	Sep 1, 2016	Jun 30, 2017	Not started
✚ Designate an instructional math coach to support teacher capacity for high-quality math instruction and to direct math intervention work. Tags: Instruction, Instruction	Principal, Assistant Principal, Math Coach	Sep 1, 2016	Jun 30, 2018	Not started
✚ Employ strategies for scheduling that support job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data. Tags: Instruction, Instruction	Principal, Assistant Principal, ILT	Sep 1, 2016	Jun 30, 2018	Not started
✚ Conduct regular observations and provide coaching/feedback to teachers regarding math instruction Tags: Instruction, Instruction	Principal, Assistant Principal, Math Coach	Sep 1, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Implement and monitor cohesive math pacing across grade levels Tags: Instruction, Instruction	Principal, Assistant Principal, Math Coach	Sep 1, 2016	Jun 30, 2018	Not started
✚ Provide after school acceleration and intervention math tutoring/support for students. Tags: Instruction, Instruction	Principal, Assistant Principal, ILT	Sep 1, 2016	Jun 30, 2018	Not started
✚ Implement quarterly family math nights targeting strategies and learning outcomes for each grade level to increase family involvement in the math program. Tags: Instruction, Parental involvement	Principal, Assistant Principal, ILT	Sep 1, 2016	Jun 30, 2018	Not started
✚ Establish an MTSS Team (Administrators, Case Manager, Security Office, grade band teachers, Sped staff) Tags: Intervention, Restorative approaches, Instructional practices, MTSS	Principal, AP, Case manager	Sep 1, 2016	Sep 28, 2016	Not started
✚ Determine/set a MTSS Team Meeting Schedule Tags: Intervention, Restorative approaches, Instructional practices	Case Manager	Sep 1, 2016	Sep 28, 2016	Not started
✚ Provide professional development on PBIS and Second Step for staff Tags: Intervention, Restorative approaches, Instructional practices	Administration, Case Manager	Sep 1, 2016	Nov 1, 2016	Not started
✚ Provide Professional development to Gen Ed teachers on strategies for embedding appropriate accommodations for diverse learners in the Gen Ed classroom. Tags: Intervention, Restorative approaches, Instructional practices	Case Manager/SPED Lead	Sep 1, 2016	Jun 17, 2017	Not started
✚ Provide Professional development to all staff on the school's process and procedures for MTSS/Data Based Problem Solving Tags: Intervention, Restorative approaches, Instructional practices, MTSS	Case Manager/Administration	Sep 1, 2016	Dec 1, 2016	Not started
✚ MTSS Team Conducts 5 Week Data "Deep Dives" to review school wide attendance data, DL and gen ed achievement data grades K-8, and student misconduct report data in Verify to note trends, areas of celebration and concentration Tags: Intervention, Restorative approaches, Instructional practices	MTSS Team	Sep 1, 2016	Jun 23, 2017	Not started
✚ Climate and Culture coordinator will support SEL for students grades 3-8 and provide targeted support for identified Tier II and Tier III students in need of additional behavioral supports grades 3-8. An ISS room will be established as an alternative to suspension. Tags: Intervention, Restorative approaches, Instructional practices	SEL Coordinator	Sep 6, 2016	Jun 30, 2018	Not started
✚ Establish the Peace Room as an alternative to suspension with specific referral criteria Tags: Intervention, Restorative approaches, Instructional practices	SEL Coordinator	Sep 6, 2016	Oct 3, 2016	Not started
✚ Tags: Intervention, Restorative approaches, Instructional practices		Sep 6, 2016	Oct 3, 2016	Not started
✚ Tags: Intervention, Restorative approaches, Instructional practices				Behind
✚ Establish Student Advisory Council to meet bi-weekly with Administration to discuss " What's Working" "What Needs Attention" and determine student incentive activities, and school climate and culture activities each quarter of the school year. Tags: Student engagement, Student council, Student voice, Student engagement, Student council	Principal, Attendance Coordinator	Sep 5, 2016	Oct 3, 2016	Not started
✚ Create Student Advisory Bi-Weekly Meeting Calendar Tags: Student engagement, Student council, Student voice, Student engagement	Principal, Attendance Coordinator	Sep 19, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Develop quarterly student incentive activities calendar Tags: Student engagement, Student council, Student voice		Sep 19, 2016	Jun 23, 2017	Not started
✚ Determine/set ILT Meeting Schedule Tags: Shared leadership, Collaboration, Leadership and collective responsibility, Instructional support, ILT, Collaboration	ILT Team Member			Not started
✚ Develop quarterly parent engagement workshop calendar from information gathered from parent surveys Tags: Shared leadership, Collaboration, Leadership and collective responsibility, Instructional support, MTSS, ILT, Parent engagement, Parent involvement, Collaborative teachers, Collaborative planning	MTSS/ILT/Administration	Sep 12, 2016	Oct 10, 2016	Not started
✚ Develop year long, differentiated professional development calendar based on input from Teacher Needs Surveys and REACH observation data Tags: Shared leadership, Collaboration, Leadership and collective responsibility, Instructional support, ILT, Professional development, Professional learning plan	ILT/Teacher Leaders/aAdministration	Sep 12, 2016	Oct 17, 2016	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

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

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

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> This will be accomplished at the first PAC meeting, where parent members are elected, and Title 1 programs and requirements are explained to the parents. At that time they select meeting times and dates for the school year. Monthly reminders are sent home with every student to encourage attendance.
> The LSC, Community, CIWP, and Teacher Team Meetings allow parents the opportunity to participate in the process of school review and improvement.

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

> The school will hold an annual Title 1 Meeting at a time that is convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title 1 Programs, and to explain the Title 1 requirements and their rights to be involved in the Title 1 Programs. The school will offer a number of additional parent involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in NCLB Title 1 Program to these meetings and encourage them to attend. The Annual Title 1 Meeting will be held on Thursday September 29, 2016 at 9:15am in the Bright Parent Engagement Center. The Title 1 PAC Organizational Meeting will be held on September 29, 2016 at 10:15am in the Parent Engagement Center.

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.

> This will be accomplished through Open Houses, BAC/PAC meetings, LSC meetings, lesson demonstrations, newsletters, parent-teacher conferences, the report card pick ups (two mandated and one voluntary). In addition, parents are given a description and explanation of our curriculum and assessment tools used to monitor student progress and guide instruction. Included in this explanation, parents are given information about the proficiency levels their children need to meet in Reading and Math.

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.

> Our school has an open door policy and parents are welcomed to bring any issues to be presented, especially at the monthly PAC/BAC meetings. These meetings provide parents with information about CCSS, Theory of Action, and professional Learning Communities. At these meetings parents are given the opportunity to ask questions, voice concerns and give suggestions.

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.

> This will be accomplished by providing and explaining every student's individual NWEA scores to their parents at the beginning of the school year, at MOY testing, and EOY testing. In addition, as assessments are given, parents will be informed of of their progress (% week assessments and end of quarter assessments.

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.

> School will follow Central Office Directives related to teacher highly qualified status.

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 following reports are given out and explained during open houses and individual teacher-parent conferences, and report card pick ups.
> * school report cards
> * NWEA student reports
> * mClass student reports
> *progress reports
> * DIBELS/TRC Reports
> Not only do we provide the above scores, we also provide suggestions on how they can help their child academically and become a partner with the teacher in the education of their child.

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.

> This will be accomplished by continuing to have parent classes and workshops during BAC/PAC meetings. Furthermore, we intend to assist parents in working with their children to improve their academic achievement by providing online resources and tutorials for parents to refer to help their children. Also, we will initiate a parent lending library SY 2016-2017.

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.

> This will be accomplished by providing Professional Development in cultural awareness of the school's population and how to be more effective in communicating with parents through PAC, BAC, and staff PLC on going professional development throughout the school year. Monthly "Coffee With the Principal."

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.

> This will be accomplished by providing Professional Development in cultural awareness of the school's population and how to be more effective in communicating with parents through PAC, BAC, and staff PLC on going professional development throughout the school year. Monthly "Coffee With the Principal."

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.

> This will be accomplished by sending information to parents in English and Spanish via a monthly calendar and newsletters, classroom newsletters, and through notices announcing meetings and special events.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

> "n/a"

Parent Compact   Complete

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

> Bright Elementary School strives to meet the academic, social and emotional needs of ALL students by implementing a program that differentiates instruction for ALL students. We believe that it takes a community to educate a child and that, with support from ALL stakeholders; every student can reach his/her maximum potential, successfully meet future educational goals (college and career) and become highly productive citizens. All teachers will follow a balanced literacy and math framework to provide explicit reading and math instruction to students daily.

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.

> The dates and kinds of parent-teacher conferences are as follows:
> November 9, 2016(Parent Teacher Conference Day)
> April 9, 2017 (Parent Teacher Conference Day
> Additional conferences are determined by each individual teacher as they see necessary.

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

> The school will provide reports on their children's progress as follows:
> Progress Report Distribution Dates: October 7, 2016; January 9, 2017; March 10, 2017 and May 19, 2017.

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

> According to our visitor's policy, parents can make an appointment to see their child's teacher before, during or after school, depending on the teacher's schedule.

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.

If parents are interested they can fill out a CPS volunteer form/packet. They are strongly encouraged to volunteer during BAC/PAC meetings, class room field trips tied to the curriculum, school spirit days. The volunteer packets are available in the main office.

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

Parents can support their children's learning through the use of the student agenda(which lists homework and assignments), classroom newsletters, meetings and communications with the teacher.
Parents can also volunteer in classrooms to support their child's learning. Parents are strongly encouraged to utilize the CPS Parent Portal to monitor student grades and academic progress.

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

BAC/PAC Meetings, Open House, LSC Meetings, Grade Level Presentations, Coffee With The Principal, will give parents the opportunity to have a voice in the education of their children.

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

Students are made responsible for their learning through the use of Individual Goal Plans, Classroom Data Walls, Classroom Newsletters, yearly and quarterly, Student Advisory Council, Award Ceremonies and other Special Recognition.

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.

Bright School developed a Parent Engagement Plan that was shared with relevant stakeholders at the beginning of SY 2014-15 and SY 2015-2016, and has been updated for SY 2016-2017. The plan was developed based on parent survey data and parent input obtained during LSC, PAC and BAC meetings. Student voice was garnered through the Student Advisory Council (SAC). The SAC met monthly with Admin to discuss and plan for school improvement including ways to improve parent engagement. The plan is based on the work of Dr. Joyce Epstein using the Eight Key Strategies and Ideas for Engaging Parents in Education listed below.
• Communicating
• Learning At Home
• Parenting
• Volunteering
• Participating In Decision-Making
• Collaborating With Community
• Fundraising
• Attending School Events

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 504	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 246	.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)	$ 950	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 250	.00

54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	0	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	250	.00
53510	**Postage** Must be used for parent involvement programs only.	$	134	.00
53306	**Software** Must be educational and for parent use only.	$	300	.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.	$	819	.00