2016-2018 plan summary

Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
06/16/2016	Shontae Higginbottom, Delphine Hill, Raymond Thomson, Franshesca Little, Callie Logan	School improvement, data performance and budget
03/10/2016	Shontae Higginbottom, Delphine Hill, Raymond Thomson, Franshesca Little, Callie Logan, Emily Chyba, Julia Hill, La'Trice Barrett, David Young	CIWP Updates, discussions and planning of CIWP proritites
01/14/2016	Shontae Higginbottom, Delphine Hill, Raymond Thomson, Franshesca Little, Callie Logan, Emily Chyba, Julia Hill, La'Trice Barrett, David Young	CIWP Updates, discussions and planning of CIWP proritites

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**

Our administrative leadership team reflects our comprehensive school vision and mission. Bouchet International School is a collaborative learning community that fosters a positive environment that produces critical thinkers, efficient communicators, self-directed life-long learners, technologically skilled students. Our challenging and purposeful curriculum provides motivated learners the opportunity to become more responsible, informed, respectful, and tolerant citizens with international mindedness. Bouchet's students will graduate with an appreciation for the relevance and understanding of cultural diversity, civic responsibilities and knowledge of life skills. We envision that our students will use that knowledge gained at Bouchet to prepare for and succeed in life, while creating a better and more peaceful world

Bouchet International School is committed to creating a challenging, rigorous, standards-based curriculum for all students, regardless of gender, ethnicity, or special needs status, within a safe and cooperative learning community. Academic achievement will be enhanced through rigorous instruction, the CMSI, professional development and other challenging programs. The input and participation of all stakeholders is encouraged, respected, and valued through a mutual-collaborative process, with consideration for global perspectives.

According to our 5 Essential Report, our program coherence is very strong with 99%.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

1 2 3 **4**

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

Our Instructional Leadership Team is more than focused on creating and implementing the theories of action that improve our collective and individual approaches to teaching and learning through our ongoing collaboration that is horizontal and vertical, aligned to a data-driven and standards based approach, predicated upon collective work and responsibility that considers perspectives other than our own. According to the school's 5 Essentials Report, instructional leadership is very strong with 86%. These practices are also evidenced in our annual, quarterly, monthly and weekly professional learning communities that encourage the sharing and exchange of ideas that are student-driven, results oriented and enduring throughout our collective work towards impacting students learning and achievement.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

1 2 3 **4**

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

At Bouchet International School we have both an annual professional development Plan aligned to our CIWP and needs assessments that cover schoolwide professional development as well as an IB Action plans both of which are developed based our school standards and practices as well as addressing challenges and goals we have collectively established to meet the needs of our students. These tools include the feedback and collaboration for various stakeholders towards desired outcome that include, but are not limited to pedagogical leadership, best practices in education, a multi-tiered system of support and review of these elements throughout the year with consideration for the divergent needs of students.Professional development is ongoing from annual, monthly, and weekly professional learning community opportunities both within and beyond the school extended by our Network, district, the International Baccalaureate World Schools organization, Nurturing Teacher Leadership (CTU), and individual workshops/seminars that teachers seek interdependently. According to the 5 Essential report, Collaborative practices among the staff are very strong at 99%.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 **4**

At Bouchet we dedicate time at the beginning of the year toward the development of a master schedule that not only addresses student schedules for both general education and diverse learners, we also take into account IB guidelines to ensure that students in 6-8th grade have a sufficient number of minutes for their cord content that is aligned towards transition to the MYP, high school and beyond. Our teacher retention rate is 98% and that number reflects a range of veteran/experienced teachers to others who are more novice.

We have a variety of school partnerships that include, but are not limited to, the Office of Magnet, Gifted, and International Baccalaureate (Office of Curriculum & Instruction), Network 12 (formerly Skyway Network) - Chief LaTasha McDade & Staff, South Shore International College Preparatory High School (informal IB Partnership), Allstate Insurance Company – Mr. James Townsend & Associates, Autism Speaks Awareness Campaign, The Black United Fund of Illinois (BUFI) and Safe Passage, Book Worm Angels – Classroom Library Donors Program and First Book Organization, The Chicago Bulls – Energiza Bulls Program, The Chicago Public Library, South Shore Branch, The Children's Literacy Initiative (CLI), The City of Chicago, 5th Ward Alderman Leslie Harrison The City of Chicago, 7th Ward Alderman Gregory Mitchell, Drug Awareness Resistance Education (DARE), Fuel Up To Play 60 (FUTP 60) and Let's Move, Fulfilling Our Responsibility Unto Mankind (FORUM), Healthy Kids, Healthy Students Initiative, RALD Institute – Dr. Beverly Normand, Roosevelt University, College of Education, Working In The Schools (WITS), School and Community Assistance for Composting and Recycling Education (SCARCE), The United Negro College Fund (UNCF) Campaign, The United States Peace Corp, World Schools Project – Mr. Naeem Abdul-Kareem, The University of Chicago Office of Special Programs - College Prep, The Oriental Institute, and The Center for International Studies. (Referenced on our school website in the School Hnabook at: http://www.bouchet-brynmawr.cps.edu/apps/pages/index.jsp?uREC_ID=279195&type=d)

According to our 5 Essentials collaborative practices are very strong at 99%, collective responsibility at 91%, quality professional development at 99%, and teacher to teacher trust is 99%.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 **4**

At Bouchet our curriculum is standards-based and data driven. All curriculum planning evolves around high quality instruction that is specially designed to meet the divergent needs of our students. Our curriculum is aligned to the International Baccalaureate (IB) Standards and Practices, CCSS, NGSS, National Social Studies Standards, ISBE Learning Standards and pedagogy that addresses both the academic and social emotional needs of all learners. In addition to the implementation of our CPS Network 12 Pacing Guides, as an IB World School, our teachers have developed a transdisciplinary Primary Years Programme of Inquiry (POI) for Preschool through 5th Grade as well as horizontal and vertical articulation for 6-8th grade that reflects our horizontal and vertical planners all of which reflect high quality instruction to build international mindedness through the various disciplines that include literacy, mathematics, science, social studies, physical education, library media, world language, fine arts and technology. These documents are very similar to curriculum maps that are also aligned to our Network Pacing Guides. Our unit plans include formative and summative assessments that are inquiry based and reflect Understanding By Design (UbD). According to our 5 Essentials Report Ambitious Instruction, Effective Leadership and Collaborative Teachers are very strong as represented by 99%, 79%, and 91% respectfully.

Guide for Curriculum

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

        - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 **4**

Each school year teachers are provided with a variety of educational materials and resources to develop their collective and individual approaches to teaching and learning based on the needs of students. These materials/resources include, but are not limited to: the IB Standards and Practices, CCSS, NGSS, ISBE Learning Standards, National Social Studies Standards, Network 12 Pacing Guides, Balanced Literacy Approaches aligned to Reading & Writing Workshops models, Sing-Spell-Read-Write, Michael Heggerty, Reading A-Z, The Children's Literacy Materials, Heinemann Comprehension Tool Kits, Glencoe/Mc-Graw Hill Technology Links, Fountas and Pinell, Read Works, Achieve The Core, Mentoring minds, PARCC Test Preparation Materials/Resources, Engage NY, Go Math, Math Trailblazers, Math Connects, Mac-Millan-McGraw-Hill Impression, CPS Knowledge Center, Science: A Closer Look, Integrated Health and Science Lessons w/Technology Links, K-5 FOSS, K-5, STC, IIES, IAES, IALS, SALI, IAPS, IEY, Harcourt Social Studies, the Interdisciplinary African and African American Studies Curriculum, MTSS, Second Step, CHAMPS, and Morning Meetings as a part of our rigorous instructional approach that appeals to various learning styles, moralities and affinities. According to our SY 2015 - 5 Essentials School Report ambitious instruction and a supportive environment are very strong as evidenced by Effective Leadership 79%, Collaborative Teachers 91%, Involved Families 86%, Supportive Environment 81% and Ambitious Instruction 99%.

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:

Score

1 2 **3** 4

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)

We regularly examine student classwork, homework, and assessments (quizzes, tests, performance-based assessments) that are both formative and summative on a weekly, monthly, and quarterly basis through transdisciplinary and interdisciplinary teacher observations, deep dives and grade level meetings that include the analysis of student work to inform subsequent instruction. In these settings, the school administration, ILT and teacher teams look at the aforementioned items to surmise the quality of teacher created/modified artifacts that are aligned to our district/Network Pacing Guides (CCSS, NGSS, Illinois Learning Standards, National Social Studies Standards and the International Baccalaureate Standards and Practices (http://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf). Criteria for rigorous student tasks include, but are not limited to, the quality of the written assignment, instructional rigor, focus, persistence, student engagement, differentiation, consideration for diverse learning styles and modalities that include multiple paths to learning, homework extensions and assessments that are tiered by student aptitude and elements that push their thinking as they approach benchmark on the optimal learning model (I Do, We Do, You Do). Analysis of gradebook entries in K-8th grade indicate that teachers are reteaching to address student challenges for students who do not achieve mastery. This is also aligned to Literacy and Math small group interventions that are seen in our K-2 Theory of Action, and small group notebooks that are an integral part of progress monitoring student achievement. According to our mCLASS Reading 3D DIBELS Next our students have moved from 49% BOY to 68% MOY. mCLASS Math reveals 25% BOY to 65% MOY placing our students on track with significant gains from the beginning to the middle of the year. 2015-2016 NWEA growth indicators reveal we are in the 95th for reading, 67th percentile for mathematics, and the percentage of students meeting/exceeding National Average growth norms is 62.4%. This had made math an instructional focus for the current school year. Diverse Learner Growth Percentiles yielded the 95th percentile in Reading and 78th percentile in Math.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques,

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 **4**

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

Bouchet creates multiple pathways to success that reflect our vision and mission and support college to career development. This includes high school fairs held both within and outside of our school and college visits to local universities that include our partnership with Roosevelt University. Using our newly launched Naviance system we are able to ascertain students' areas of interest, potential areas of post-secondary study and career paths in various areas and raised awareness about funding sources such as scholarships. Our counselor/case manager works very diligently with our students and staff to develop timelines that include support systems, transition structures and access to information for both students and their parents as well as various stakeholders that support our desired outcomes. According to our 2015 SY My Voice, My Choice survey and 5 Essential Report Bouchet is well-organized for improvement, both ambitious instruction and a supportive environment are very strong with 81%.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
    - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
    - Monitor the progress of English learners after transition from services.
    - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High

School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching 3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

At Bouchet teachers are always refining and honing their instruction to align the district/Network Pacing Guides, CCSS, Illinois Learning Standards, NGSS, and National Social Studies Standards to appropriate instructional strategies and skills. This is done through a variety of approaches to teaching and learning that include, but are not limited to, ongoing professional development in weekly grade level meetings, monthly UbD planning for IB units of inquiry in the PYP and MYP, and administrative/ILT monitoring of literacy and math deep dives that are integrated across all content areas (Literacy, Math. Science and Social Studies) in accordance with our IB Standards and Practices (http://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf). These approaches include weekly reviews of teacher created and modified tasks (classwork, homework that is an extension of the classroom learning activities and assessments) all of which are tiered to address the various levels of proficiency and aptitude that are within a given classroom/grade level based on assessment data from PARCC, NWEA, district/Network progress monitoring (DIBELS, TRC, mCLASS Math and Stride Academy). Our instruction includes IB/UbD, Differentiated Instruction, Tiered Assignment with emphasis on Close Reading, Accountable Talk, Math Talk, problem-based learning, performance tasks and engaged learning that invites students to probe their thinking, ask and answer questions related to the various realms of study and essential understanding with global perspectives that invite students to think locally and act globally. Based on administrative walk-abouts, learning rounds, informal and formal observations, 75% of our teachers are effectively developing their utilization of strategic and flexible grouping, backward curriculum mapping, inquiry-based studies with open ended questioning based on students performance data and schoolwide approaches to teaching and learning. Our 2015-2016 SQRP attainment shows that we are in the 56th percentile in terms of Reading (Grades 3-8)40th percentile in Math (Grades 3-8), 33rd percentile in Reading (Grade 2) and 33rd percentile in Math (Grade 2). As such our school places major emphasis on these areas to continue to grow. According to the 2015-2016 SQRP, Our National School Growth Percentile in Reading and Math were in the 95th and 67th percentiles respectfully and our % of Students Meeting/Exceeding the National Average Growth Norms was 62.4% indicative of our upward trends in these areas. Our 5 Essentials Report indicates Effective Leadership is 79%, (Program Coherence 99%, Teacher-Principal Trust 74%, Teacher Influence 55%, Instructional Leadership 86%), Ambitious Instruction 99% (English 99%, Math 99%, Academic Press 99%, Quality of Student Discussion 99%), Supportive Environment 81% (Peer Support 96%, Academic Personalism 97%, Safety 54% and Student -Teacher Trust 76%). Our REACH teacher observations indicate the following trends for the 205-2016 school year:13% Basic, 77% Proficient, and 10% Distinguished with emphasis on classroom discourse, student engagement, data-based decision-making, demonstration of flexibility and responsiveness with accountable talk.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

Score

1 2 **3** 4

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

Evidence of our Multi-Tiered System of Support (MTSS) can be seen in our schoolwide approaches to teaching and learning that include, but are not limited to, core instruction, Morning Meetings, CHAMPS, and Second Step for all students (Tier I). Tier II and III supports are provided in small group interventions that are embedded in the literacy and math instructional schedules and small group binders that indicate strategic and flexible groupings aligned to weekly classroom performance data, one-on-one support, PLPs, and IEP updates. All Tiers I, II and III are monitored by the school administration, ILT, IB Coordinators, MTSS Team inclusive of the counselor/case manager. According to our 2015 5 Essentials Survey, Ambitious Instruction is 99% (English 99%, Math 99%, Academic Press 99%, Quality of Student Discussion 99%), Collaborative Teachers yields 91% (99% Collaborative Practices, 91% for Collective Responsibility, 99% Quality Professional Development, 71% School Commitment, and 96% Teacher-Teacher Trust). We also have a Supportive Environment yielding 81% (Peer Support 96%, Academic Personalism 97%, Safety 54% and Student - Teacher Trust 76%). Our 2015-2016 SQRP attainment shows that we are in the 56th percentile in terms of Reading (Grades 3-8)40th percentile in Math (Grades 3-8), 33rd percentile in Reading (Grade 2) and 33rd percentile in Math (Grade 2). As such our school places major emphasis on these areas to continue to growth. According to the 2015-2016 SQRP, Our National School Growth Percentile in Reading and Math were in the 95th and 67th percentiles respectfully and our % of Students Meeting/Exceeding the National Average Growth Norms was 62.4% indicative of our upward trends in these areas. We provide incentives for attendance that include move days with healthy treats, student and classroom acknowledgements during morning and end of day announcements, automated and teacher phone calls home that are logged and reviewed by the school administration to promote good attendance. To date the following reflect our attendance trends:1st Quarter 95.37%, 2nd Quarter 93.58%, 3rd Quarter 93.12% - Although we have incremental declines during the months with adverse weather, our current 4th Quarter yields an upward climb to 95.15%. During grade level meetings and schoolwide professional development, teacher post-conferences and data conversations have revealed that 90% of our our teachers are using their students classroom, formative and summative assessments as well as mCLASS progress monitoring, Stride Academy and NWEA data to inform their instruction for strategic and flexible groups for on-track instruction aligned to our pacing guides and areas of challenge for remediation, reteaching/review. Dashboard data indicates that our current drop out rate is 0%. The overall passing rate is 90.19%. Student incidents per 100 is 1.40. Our Out of School suspension have declined by 50% and our in-school suspensions and detentions that have increased by 50% based on our MTSS measures that include instructive, corrective and restorative responses, skills building and restorative justice.

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:

Score

1 2 **3** 4

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.

Balanced assessment and grading are monitored through our CPS Gradebook and it includes various weights and measures: (1) Assignments=40%, (2) Homework=20%, (3) Class Participation=10%, (4) Quizzes=10%,
(5) Exams=10% and (6) Projects=10%. As an IB Word School we have a defined assessment policy that can be located in our Bouchet School Handbook (http://www.bouchet-brynmawr.cps.edu/apps/pages/index.jsp?uREC_ID=279195&type=d). Part of the policy states: At Bouchet International School, we believe that assessment and evaluation provide information that is diagnostic, formal, informal, formative, summative, authentic, varied, purposeful, and ongoing. As such, assessment and evaluation are collaborative, informative, student-centered, and used by our instructional staff to make more informed decisions about our collective and individual practices that are standards-based, age, and grade-level appropriate. We engage in sharing and exchanging information about assessment and evaluation with students, families, teachers, and stakeholders. This information is the foundation of schoolwide planning and implementation from year to year to meet the needs of all learners.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their

answers), and/or setting/timing (i.e. scheduling/location of assessment).

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life 6 of 6 complete

Culture for Learning:

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

Score

1 2 3 **4**

At Bouchet we have developed a series of Essential Agreements, Schoolwide Guidelines for Success and other affirmations for school from the professional learning community to our students and various stakeholders towards desired outcomes. A excerpt from our PLC Essential Agreement states:We agree to be: (1)A professional learning community that engages in supportive and shared leadership, collective work and responsibility, creative and divergent problem-solving, collaboration and curriculum development that considers varied approaches to teaching and learning that directly impact student achievement for ALL LEARNERS. (2) INQUIRERS of instructional innovation, KNOWLEDGEABLE about pedagogy, THINKERS that invite the same, COMMUNICATORS that share and exchange ideas, PRINCIPLED in our efforts to advocate for all learners, OPEN-MINDED about each other's perspectives, CARING about the human spirit, RISK-TAKERS who take action even in times of adversity, BALANCED in our understanding of the whole-child (academic and social), and REFLECTIVE in all that we seek to endeavor for ongoing schoolwide development. Our Schoolwide Guidelines for Success are: Be Ready, Be Responsible, Be Reliable and Be Respectful. Additionally, we have students to become active learners by setting goals for the year, reflecting on their learning throughout the years that includes attention given to their success, challenges and appropriate next steps that are developed collectively among various representative groups.

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**

Bouchet seeks to build, sustain and expand our relational trust through a variety of measures that include, but are not limited to, the development of our schoolwide guidelines for success, essential agreements/classroom rules, teacher to students, and student to student discourse with accountable talk that have been integrated into many of our schoolwide professional development trainings and weekly grade level meetings. These practices invite students to assume an active role in their day to day interactions at school, shared responsibilities and recognition of the district Student Code of Conduct (SCC) for schoolwide/district regulation that serve as a guideline for civility. We are deliberate in our approaches to promote schoolwide guidelines for success. This includes CHAMPS posters that remind students about attendance goals and behavior expectations and ways to build positive relationships. Staff members utilize these posters both inside the classroom and in the hallways to promote a culture of learning throughout the school. According to our 5 Essentials Report 2015 in terms of a supportive environment our data reveals 81% (Peer Support 96%, Academic Personalism 97%, Safety 54% and Student-Teacher Trust 76%). According the aggregate data from the same source in the realm of students that agree/strongly agree their teacher(s) will: help me catch up if I am behind (93%), notice if I have trouble learning something (97%), gives me specific suggestions about how I can improve my work in this class (92%), and is willing to give extra help on schoolwork if I need it (94%).

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

We provide a wide variety of engaged learning and extracurricular activities for students that are carried out throughout the school year. Many of these activities are made possible by staff/mentors/coaches and sponsors for interactive learning that extends learning beyond the confines of our classrooms. At the beginning of the year, we conduct a survey to gauge student input and perspectives about schoolwide approaches to teaching and learning. We provide annual Family Literacy & Math Nights, Open House, Parent/Teacher and Student-Led conferences that afford the opportunity for discourse with various stakeholders about students achievement and ongoing plans to ensure sustainable success and growth. These elements of teaching and learning can be seen in our library media centers, technology lab, math and science inquiry labs, Peace Rooms, and day to day classroom interactions that are enriched with field experiences that reflect transdiciplinary themes in Preschool through such as: Who We Are, Where We Are In Place and Time, Sharing The Planet, and interdisciplinry focii in the 6-8th grade classrooms. Student are encouraged to think constructively, be inquires about the world around them, make conjectures about their learning and use what they have learned in their ongoing quest for learning. During schoolwide professional development that is provided throughout the year and in weekly grade level meetings, teachers have multiple opportunities to collaborate, develop/refine their IB unit plans, lesson plans and implementation w/enrichments that include filed-based learning experiences, students taking actions to make the world a better place because of those actions and discern how they can potentially impact the world around them for its betterment. According to our 5 Essentials Report, we scored 81% for providing a Supportive Environment. This included 96% for Peer Support for Academic Work, 97% for Academic Personalism, 54% (Neutral) in terms of Safety, and 76% for Student-Teacher Trust.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

Evidence, Measures, and Standards

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

Safety & Order:

Score

1 2 **3** 4

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

According to our My Voice, My School Survey results, our school is "Well Organized". We have standard and enhanced daily operational measures in place that include regular monitoring of student movement before, during and after school for dismissal until the grounds are cleared. We adhere to the CPS Student Code of Conduct (SCC), MTSS and targeted interventions for students that are need of additional support due adverse situations such as being in a temporary living situation, abuse, violence, and other challenges as those circumstance warrant, to the extent that the school can assist or provide a referral should the given circumstances exceed our available resources. According to Chicago Police 3rd District Beat reports, crime in the South Shore area that surrounds Bouchet include aggravated assault, robbery, theft, rape, manslaughter, and murder. Be that as it may, our MVMS survery aggregated data probing reveals, that while students generally feel safe at school, the presence of the aforementioned concerns yield apprehension beyond the school in their day to day living circumstances.According to our 5 Essentials Report, School Safety is 54% (Neutral). Students reported that outside and around the school 9% do not feel safe, 22% feel somewhat safe, 38% feel mostly safe and 31% feel very safe. Travelling between home and school 8% do not feel safe, 25% feel somewhat safe, 32% feel mostly safe and 35% feel very safe. In the bathrooms at school 1% do not feel safe, 18% feel somewhat safe, 34% feel mostly safe and 48% feel very safe. In the hallways of the school 2% do not feel safe, 6% feel somewhat safe, 31% feel mostly safe and 61% feel very safe. In their classrooms 1% do not feel safe, 2% feel somewhat safe, 18% feel mostly safe, and 80% feel very safe. In terms of Teacher Student-Trust, the 5 Essentials report reveals 76% of the students overall feel that the teachers: always keep their promises, they make students comfortable, they listen to students ideas and treat them with respect.

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.

As an International Baccalaureate World School, Bouchet seeks to develop/refine and implement a variety of policies and procedures that are aligned to our CPS District, Network 12 and IB Standards and Practices. For complete review of our current policies, please visit our school website and the link for the Bouchet School Handbook at: http://www.bouchet-brynmawr.cps.edu/apps/pages/index.jsp?uREC_ID=279195&type=d. To this end we promote Least Restrictive Environments, inclusion and restorative justice as also referenced in our CPS, SCC and MTSS Guidelines. For example, as an alternative to Out-of-School Suspension, we offer the following measures, as indicated by the Chicago Public Schools, Student Code of Conduct (SCC), students that have committed offenses from Groups 3 or possibly higher are eligible for ISS at Bouchet International School if the following criteria are met: (1) The classroom teacher, student, parent(s)/guardian(s) and/or building administrator has documented previous interventions (e.g. Student Disciplinary Notice w/Reflection, Behavior Plan/Monitoring Log, previous Detention(s), and/or previous conferences held as a deterrent to the inappropriate student behavior. (2) Teacher completes a recommendation form for ISS that includes a plan for student skill building and missed assignments (classroom, homework and/or extended assignments if applicable). (3) The classroom teacher obtains administrative approval for the ISS. ISS can take place in one of two formats, either a half-day or a whole day. Our Bouchet International School ISS takes place three days a week on Monday, Wednesday and/or Friday from approximately 9:30A – 3:30P. Once a student has been approved for ISS, the teacher will be informed via email. The staff member that is facilitating the ISS will pick up the student form the classroom between 9:15 – 9:30A. At that time the classroom teacher that made the recommendation for the ISS has the responsibility to compile classwork, homework and any other relevant assignments and resources needed by the student. This pick up time allows you to include the student in your attendance count in the morning and their return at the end of the day between 3:15 – 3:30 for dismissal. During ISS, the desired outcome is for the student to complete all given assignments as well as a skill building activity that is aligned to his/her infraction to promote corrective actions, reflection and a subsequent plan of action for more appropriate life choices. Additionally, we invite teachers to be a part of this process. If you have a break or prep throughout the time that your students is in ISS, we encourage you to come and speak with the student about the interventions you plan to implement together as a result of the given situation. This collective approach promotes shared responsibility, skill building, corrective action and restorative justice. The school takes precaution to ensure schoolwide safety by conducting random search and seizures according to CPS policies. We also monitor student social media access. We have personal relationships with our CPD Beat officers. They mediate, support and reinforce our CPS policies with regard to disciplinary actions that involve inappropriate students and sometimes their parents. Other forms of behavior intervention include: Before and After School Detention that includes the opportunity for the student to complete all given assignments as well as a skill building activity that is aligned to his/her infraction to promote corrective actions, reflection and a subsequent plan of action for more appropriate life choices. Detention is usually facilitated by the classroom teacher or a staff member that is seeking to help the student make corrective actions towards desired outcomes. Our restorative approaches to discipline have led to a 50% decrease in out of school suspensions and a 50% increase in school suspensions which have been extremely favorable in terms of instructional continuity.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.

- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 2 **3** 4

Although we do not have the support that we want to have as parent engagement is less than 50%, we make every effort to make sure that our environment is hospitable and welcoming. We invite parents to all school-based activities. Parent/stakeholder partnerships at Bouchet include a wide range of possibilities from participation in the Local School Council (LSC), Parent Advisory Council (PAC), annual Back To School Carnival, Open House, parent workshops and seminars, Scholastic Book Fair, School Science Fairs, Spelling Bees, Family Literacy & Math Nights, Parent/Teacher/Student-Led Conferences, State of the School Address, International Festival, field trip experiences as chaperones, guest readers, and parent volunteers.During the 2015-2016 school year we had approximately 300 families attend the Back to School Carnival. For Open House we had 100 families came for a meet, greet and preview of the school year with the staff. Teachers also held individual informal meetings with parents as a follow-up for those who were unable to attend the Open House. LSC and PAC meetings are held bi-monthly and the PAC often includes parent workshops about topics such as How to Support Your Child's Varied Approaches To Learning, Developing Mental Math and Close Reading. Our LSC meetings usually have a quorum and approximately 5-10 general audience participants representing various stakeholders. In fact, our LSC members frequently attend a wide variety of the aforementioned school events. Our report card pick ups average 90-100% teacher and staff participation with 30-40% parent parent participation that include actual attendance as well as some conferences that take place before and after the event to accommodate working parents/families. Our school also supports 49 students who are in temporary living situations. This includes providing information resources, uniform assistance, coats and winter accessories as well as transportation assistance for those students and/or their parents based on their needs as applicable. Families have access to our school website: http://www.bouchet-brynmawr.cps.edu/, monthly calendars that are sent home with the students, teachers newsletters and periodic automated phone call reminders about important upcoming events, attendance alerts and other updates. Our school encourages ongoing two-way communication in school meetings, workshops, activities and through our school website portal--all of which provide a wide range of stakeholders with multiple points of access to share and exchange information. Additionally, we utilize the feedback we receive from students, parents and various other stakeholders in the My School, My Voice Survey to refine our CIWP, its ongoing updates and evaluation of schoolwide implementation towards our shared desired outcomes that impact students learning and achievement.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 **4** 5 ⊘

3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary) 1 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	80.00	95.00	*(Blank)*	*(Blank)*
National School Growth Percentile - Math				
(Blank)	83.00	67.00	*(Blank)*	*(Blank)*
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	67.00	*(Blank)*	*(Blank)*	*(Blank)*
African-American Growth Percentile - Reading				
(Blank)	82.00	95.00	*(Blank)*	*(Blank)*
Hispanic Growth Percentile - Reading				
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
English Learner Growth Percentile - Reading				

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Diverse Learner Growth Percentile - Reading

(Blank)	13.00	89.00	*(Blank)*	*(Blank)*

African-American Growth Percentile - Math

(Blank)	83.00	66.00	*(Blank)*	*(Blank)*

Hispanic Growth Percentile - Math

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

English Learner Growth Percentile - Math

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Diverse Learner Growth Percentile - Math

(Blank)	86.00	78.00	*(Blank)*	*(Blank)*

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

(Blank)	21.00	56.00	*(Blank)*	*(Blank)*

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

(Blank)	21.00	40.00	*(Blank)*	*(Blank)*

National School Attainment Percentile - Reading (Grade 2)

(Blank)	19.00	33.00	*(Blank)*	*(Blank)*

National School Attainment Percentile - Math (Grade 2)

(Blank)	9.00	33.00	*(Blank)*	*(Blank)*

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Average Daily Attendance Rate

(Blank)	94.10	94.40	*(Blank)*	*(Blank)*

My Voice, My School 5 Essentials Survey

94% of the students completed the My Voice My School Survey	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Continue to refine the integration of IB Standards and Practices with the instructional block schedules with fidelity, while utilizing standards-based instructional strategies and best practices that integrate differentiated instruction to expand inquiry-based student engagement.	Teachers will build, sustain and enhance student abilities to be more divergent thinkers with analytical skills, abilities to discern complex texts, and engage in discourse that invites application and real-world connections.	a minimum of 50% our students in grades 3-8 meeting MOY NWEA growth targets, while a minimum of 60% of all 2-8th grade achieve at/above EOY, TRC and NWEA benchmarks.

Tags:
Instruction

Area(s) of focus:
1

Action step	Responsible	Timeframe	Evidence for status	Status
Meet with teachers, staff and the ILT to review ELA and Math instructional schedules, trandsdiciplinary and interdisciplinary connections. Unpack/review the IB Standards and Practices (PYP and MYP), reinforce and support district, Network and school based expectations. Provide ongoing PD in the aforementioned areas throughout the school year.	Bouchet Administration, ILT, IB Coordinators, Network 12, CPS.	Jul 12, 2016 to Jun 21, 2017	Ongoing review of IB PYP and MYP Unit Plans, Weekly Lesson Plans, Gradebook Entries, feedback from PD evaluations.	On-Track

Instruction

Provide PD opportunities within and beyond the school, Network, district, and broader IB community of learners about instructional strategies, approaches to teaching and learning, best practices, and content delivery aligned to specific teacher REACH performance ratings that indicate areas of concern and strengths to build upon throughout the year.	Bouchet Administration, ILT, IB Coordinators, Network 12, CPS, IB Educator Network	Sep 5, 2016 to Jun 22, 2017	Summer Planning, Quarterly PD, Weekly Grade Level Meeting Agendas and Sign-In Sheets, Action Items and Notes/Reviews	On-Track

Instruction

Incorporate into weekly grade level meetings, opportunities for teachers to share and exchange ideas about best practices relative to the development, accommodations, modifications and compilation of authentic and varied assessments that are differentiated, tiered, and leveled for students' aptitude.	Bouchet Administration, ILT, IB Coordinators, Teachers	Aug 29, 2016 to Jun 22, 2017	Weekly Grade Level Meeting Sign-In Sheets, Agenda, Action Items and Notes	On-Track

Instruction

Continue weekly observation walk-throughs, the development, ehnacement and implementation of our schoolwide initiatives that support MTSS and approaches to teaching and learning that support ways to build classroom and school community through the enhancement of student voice, engagement and civic life	Administration, MTSS Coordinator, Counselor/Case Mgr, IB Coordinators, Teachers and Staff	Aug 29, 2016 to Jun 22, 2017	MTSS timelines, quarterly reports, monthly updates, agendas, sign-in sheets and notes. Teacher feedback and evaluations from MTSS PD and professional development.	On-Track

Instruction

Strategy 2

If we do...	...then we see...	...which leads to...
Rigorous weekly Literacy and Math Deep Dives that include teacher compiled and created differentiated tasks for classwork, homework and assessment that is aligned to the Network 12 Pacing Guides and small group/individual student aptitudes and are monitored by the administration/ILT with constructive feedback	student progress measures that are assessed and monitored to inform subsequent instruction that is timely, provides multiple paths to learning, adaptive teaching/reteaching	students' subsequent learning toward desired outcomes that yield BOY, MOY and EOY, mCLASS, Progress Monitoring, NWEA, Network and district performance that ranges from BOY to MOY with 40% at/above grade level and MOY to EOY with 60% at/above grade level.

Tags:
Rigorous student tasks

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status

• Teacher develops misconceptions tool to predict the [concept—possible student misconceptions—clarifying activity] to ensure he/she is prepared for student questions or confusion. • Teacher plans multiple explanations of content to students; relates concepts within the discipline to others in the discipline or across disciplines; designs questions that build on students' background in the content; accurately assesses student understanding of content and designs instruction that scaffolds skills and concepts for individual students; selects strategies that best align with concepts being taught; selects appropriate strategies to engage all students in the content, including those with special needs; anticipates student misconceptions and addresses them in planning the lesson; and/or develops plans reflecting an understanding of the complexities of the discipline. • Teacher develops charts with prerequisite knowledge in areas that are traditionally difficult for students to master (prior experience, test data, etc.). The chart has the prerequisite knowledge topics and students name. Pre-tests or other forms of assessment are used to determine student mastery of prerequisites and recorded on chart to help teacher know how to plan remediation or enhancements. • Curriculum Planning Process— Step 1. Determine what students should know (based on the standards and adopted course outlines.) Step 2. Map your year's content by planning backwards (approximate); Step 3. Focus your instructional plan by developing standards-based units; Step 4. Implement high quality lesson plans aligned to REACH Domain I.	Teachers, ILT, adm.	Aug 29, 2016 to Jun 22, 2017	Ongoing review of IB PYP and MYP Unit Plans, Weekly Lesson Plans, Gradebook Entries, feedback from PD evaluations.	On-Track

Rigorous tasks

Examine the objective to be learned. Then select and sequence essential skills, examples, and strategies necessary to achieve the objective. Allocate sufficient time to learn essential skills. Organize information in order to minimize confusion of the learner. Introduce information in manageable and sequential units. Identify prerequisite skills and build on learners' prior knowledge. Review previously taught skills. Integrate old knowledge with new knowledge. Progress from simpler contexts to more complex contexts.	Teachers, support staff, ILT, adm.	Aug 22, 2016 to Jun 22, 2017	BOY, MOY, EOY, Quarterly, monthly, and weekly ongoing review of IB PYP and MYP Unit Plans, Weekly Lesson Plans, Gradebook Entries, feedback from PD evaluations.	On-Track

Rigorous task

Strategy 3

If we do...	...then we see...	...which leads to...
Examine the objective to be learned. Then select and sequence essential skills, examples, and strategies necessary to achieve the objective. Allocate sufficient time to learn essential skills. Organize information in order to minimize confusion of the learner. Introduce information in manageable and sequential units. Identify prerequisite skills and build on learners' prior knowledge. Review previously taught skills. Integrate old knowledge with new knowledge. Progress from simpler contexts to more complex contexts.	- Teachers who are most proficient at using data examine them not only to tell them who got what right and what wrong, but why. They use data to understand not only how to spend their time in the classroom but how to teach better in the time they allocate to each topic. - (Pre-Instruction) Assessment—used to check students' background knowledge and prerequisite skills. Guiding Questions: What background information or prior experiences do my students have with this information? Do my students have the prerequisite skills for learning this information? Do my students have existing misconceptions that need to be clarified or corrected? Options: Graphic organizers, true-false pretests, reflective journals, discussion groups. - Formative (Ongoing) Assessment—used to check students' understanding during learning. - Summative (Culminating) Assessment—used to determine the degree to which students have integrated and internalized new learning. - Performance Tasks—Performance tasks before beginning instruction. Use of backward planning to determine what standards one will address in instruction, the big concepts to teach, and formulate guiding questions that will shape the content and design of instruction and incorporates actions in the tasks that address the higher levels of Bloom's Taxonomy.	students' subsequent learning toward desired outcomes that yield BOY, MOY and EOY, mCLASS, Progress Monitoring, NWEA, Network and district performance that ranges from BOY to MOY with 40% at/above grade level and MOY to EOY with 60% at/above grade level.

Tags:
Balanced assessment

Area(s) of focus:
3

Action step	Responsible	Timeframe	Evidence for status	Status

Determine what students should know (based on the IB Standards and Network Pacing Guides). Map your year's content approaches to teaching and learning by planning backwards (approximate); Focus your instructional plan by developing standards-based units with accompanying lesson plans.	Bouchet Administration, ILT, IB Coordinators, Network 12, CPS.	Jun 13, 2016 to Jun 22, 2017	Documentation of a variety of timely and descriptive feedback provided to learners such as Literacy and Math Deep Dives, Exit Slips, weekly formative assessments. • Specific documentation of implementation of individual learners' IEPs, 504 Plans, or other necessary accommodations such as PLPs. • Lesson or unit plans showing considerations of individual learner growth and development/differentiated instruction • Resources and materials demonstrating multiple assessment opportunities for learners to show and self-reflect upon their growth/development.	On-Track

Balanced assessment

Strategy 4

If we do...	...then we see...	...which leads to...
an evidence- based. model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention	the integrated instruction and intervention delivered to students in varying intensities (multiple tiers) based on student need. "Need driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.	advanced student learning in core subject areas, differentiated learning and small group instruction.

Tags:
Multi-tiered support systems

Area(s) of focus:
4

Action step	Responsible	Timeframe	Evidence for status	Status
Develop and implement Tier 1 and Tier 2 instruction and supports to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Tier 2 services are provided teachers and support staff (as they are available) in any setting (general education classroom, separate settings, home). Since the number of minutes of Tier 2 services is in addition to Tier 1, the total amount of time a student receives Tier 1 and Tier 2 services is based, fundamentally, on the number of minutes all students receive Tier 1 supports for their given grade level.	Teachers, support staff, ILT, adm.	Sep 5, 2016 to Jun 22, 2017	70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district.	On-Track

Multi-tiered support systems

Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.	Teachers, support staff, ILT, adm.	Sep 5, 2016 to Jun 22, 2017	1. More instructional time to address areas of concern 2. Smaller instructional groups (or individuals) 3. More precisely targeted at the appropriate level 4. Clearer and more detailed explanations are used during instruction 5. More systematic instructional sequences are used 6. More extensive opportunities for practice are provided 7. More opportunities for error correction and feedback are provided.	On-Track

Multi-tiered support systems

Strategy 5

If we do...	...then we see...	...which leads to...
Expanded intellectual, behavioral, physical and social engagements toward international mindedness and civic responsibility. Teachers may give students more choice over the topics they are asked to write about (so students can choose a topic that specifically interests them) or they may let students choose the way they will investigate a topic or demonstrate what they have learned (some students may choose to write a paper, others may produce short video or audio documentary, and still others may create a multimedia presentation).	Teachers, support staff, ILT, adm.	80-90% of students will have minimal, if any, significant behavior problems from the CPS, SCC.from Group 3 or higher.

Tags:
Student engagement

Area(s) of focus:
5

Action step	Responsible	Timeframe	Evidence for status	Status

Teachers may also introduce a unit of study with a problem or question that students need to solve. For example, students might be asked to investigate the causes of a local environmental problem, determine the species of an unknown animal from a few short descriptions of its physical characteristics and behaviors, or build a robot that can accomplish a specific task. In these cases, sparking student curiosity can increase “engagement” in the learning process. Educators may use a wide variety of strategies to promote positive emotions in students that will facilitate the learning process, minimize negative behaviors, or keep students from dropping out. For example, classrooms and other learning environments may be redesigned to make them more conducive to learning, teachers may make a point of monitoring student moods and asking them how they are feeling, or school programs may provide counseling, peer mentoring, or other services that generally seek to give students the support they need to succeed academically and feel positive, optimistic, or excited about school and learning. Strategies such as advisories, for example, are intended to build stronger relationships between students and adults in a school. The basic theory is that students will be more likely to succeed if at least one adult in the school is meeting with a student regularly, inquiring about academic and non-academic issues, giving her advice, and taking an interest in her out-of-school life, personal passions, future aspirations, and distinct learning challenges and needs. Teachers may establish classroom routines, use consistent cues, or assign students roles that foster behaviors more conducive to learning.	Teachers, support staff, ILT, adm.	Sep 5, 2016 to Jun 22, 2017	By introducing variation into a classroom routine, teachers can reduce the monotony and potential disengagement that may occur when students sit in the same seat, doing similar tasks, for extended periods of time.	On-Track

Student voice, engagement

teachers may use cues or gestures that help young students refocus on a lesson if they get distracted or boisterous. The teacher may clap three times or raise a hand, for example, which signals to students that it's time to stop talking, return to their seats, or begin a new activity. Teachers may also establish consistent routines that help students stay on task or remain engaged during a class. For example, the class may regularly break up into small groups or move their seats into a circle for a group discussion, or the teacher may ask students on a rotating basis to lead certain activities. By introducing variation into a classroom routine, teachers can reduce the monotony and potential disengagement that may occur when students sit in the same seat, doing similar tasks, for extended periods of time. Research on brain-based learning has also provided evidence that variation, novelty, and physical activity can stimulate and improve learning. For a related discussion, see classroom management. Teachers may use physical activities or routines to stimulate learning or interest.	Teachers, support staff, ILT, adm.	Sep 5, 2016 to Jun 22, 2017	By introducing variation into a classroom routine/approach, teachers can reduce the monotony and potential disengagement that may occur when students sit in the same seat, doing similar tasks, for extended periods of time as measured by our My School, My Voice survey.	On-Track

Student voice, engagement, & civic life

Instead of asking students to answer questions aloud, a teacher might ask students to walk up to the chalkboard and answer the question verbally while also writing the answer on the board (in this case, the theory is that students are more likely to remember information when they are using multiple parts of the brain at the same time—i.e., the various parts dedicated to speaking, writing, physical activity, etc.). Teachers may also introduce short periods of physical activity or quick exercises, particularly during the elementary years, to reduce antsy, fidgety, or distracted behaviors. Teachers may use a variety of strategies to stimulate engagement through social interactions.	Teachers, support staff, ILT, adm.	select	reduce the feelings of confusion, alienation, disconnection, or exclusion that some students and families may experience, and thereby increase their engagement in academics and school activities that will be reflected in our My School, My Voice survey results with desired outcomes that range from established to well established.	On-Track

Student voice, engagement

students may be paired or grouped to work collaboratively on projects, or teachers may create academic contests that students compete in—e.g., a friendly competition in which teams of students build robots to complete a specific task in the shortest amount of time. Academic and co-curricular activities such as debate teams, robotics clubs, and science fairs also bring together learning experiences and social interactions. In addition, strategies such as demonstrations of learning or capstone projects may require students to give public presentations of their work, often to panels of experts from the local community, while strategies such as community-based learning or service learning (learning through volunteerism) can introduce civic and social issues into the learning process. In these cases, learning about societal problems, or participating actively in social causes, can improve engagement.	Teachers, support staff, ILT, adm.	select	reduce the feelings of confusion, alienation, disconnection, or exclusion that some students and families may experience, and thereby increase their engagement in academics and school activities that will be reflected in our My School, My Voice survey results with desired outcomes that range from established to well established.	On-Track

Student voice, engagement

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Meet with teachers, staff and the ILT to review ELA and Math instructional schedules, trandsdiciplinary and interdisciplinary connections. Unpack/review the IB Standards and Practices (PYP and MYP), reinforce and support district, Network and school based expectations. Provide ongoing PD in the aforementioned areas throughout the school year. Tags: Instruction, Instruction	Bouchet Administration, ILT, IB Coordinators, Network 12, CPS.	Jul 12, 2016	Jun 21, 2017	On-Track
✚ Provide PD opportunities within and beyond the school, Network, district, and broader IB community of learners about instructional strategies, approaches to teaching and learning, best practices, and content delivery aligned to specific teacher REACH performance ratings that indicate areas of concern and strengths to build upon throughout the year. Tags: Instruction, Instruction	Bouchet Administration, ILT, IB Coordinators, Network 12, CPS, IB Educator Network	Sep 5, 2016	Jun 22, 2017	On-Track
✚ Incorporate into weekly grade level meetings, opportunities for teachers to share and exchange ideas about best practices relative to the development, accommodations, modifications and compilation of authentic and varied assessments that are differentiated, tiered, and leveled for students' aptitude. Tags: Instruction, Instruction	Bouchet Administration, ILT, IB Coordinators, Teachers	Aug 29, 2016	Jun 22, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Continue weekly observation walk-throughs, the development, ehnacement and implementation of our schoolwide initiatives that support MTSS and approaches to teaching and learning that support ways to build classroom and school community through the enhancement of student voice, engagement and civic life Tags: Instruction, Instruction	Administration, MTSS Coordinator, Counselor/Case Mgr, IB Coordinators, Teachers and Staff	Aug 29, 2016	Jun 22, 2017	On-Track
✚ • Teacher develops misconceptions tool to predict the [concept—possible student misconceptions—clarifying activity] to ensure he/she is prepared for student questions or confusion. • Teacher plans multiple explanations of content to students; relates concepts within the discipline to others in the discipline or across disciplines; designs questions that build on students' background in the content; accurately assesses student understanding of content and designs instruction that scaffolds skills and concepts for individual students; selects strategies that best align with concepts being taught; selects appropriate strategies to engage all students in the content, including those with special needs; anticipates student misconceptions and addresses them in planning the lesson; and/or develops plans reflecting an understanding of the complexities of the discipline. • Teacher develops charts with prerequisite knowledge in areas that are traditionally difficult for students to master (prior experience, test data, etc.). The chart has the prerequisite knowledge topics and students name. Pre-tests or other forms of assessment are used to determine student mastery of prerequisites and recorded on chart to help teacher know how to plan remediation or enhancements. • Curriculum Planning Process—Step 1. Determine what students should know (based on the standards and adopted course outlines.) Step 2. Map your year's content by planning backwards (approximate); Step 3. Focus your instructional plan by developing standards-based units; Step 4. Implement high quality lesson plans aligned to REACH Domain I. Tags: Rigorous student tasks, Rigorous tasks	Teachers, ILT, adm.	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Examine the objective to be learned. Then select and sequence essential skills, examples, and strategies necessary to achieve the objective. Allocate sufficient time to learn essential skills. Organize information in order to minimize confusion of the learner. Introduce information in manageable and sequential units. Identify prerequisite skills and build on learners' prior knowledge. Review previously taught skills. Integrate old knowledge with new knowledge. Progress from simpler contexts to more complex contexts. Tags: Rigorous student tasks, Rigorous task	Teachers, support staff, ILT, adm.	Aug 22, 2016	Jun 22, 2017	On-Track
✚ Determine what students should know (based on the IB Standards and Network Pacing Guides). Map your year's content approaches to teaching and learning by planning backwards (approximate); Focus your instructional plan by developing standards-based units with accompanying lesson plans. Tags: Balanced assessment, Balanced assessment	Bouchet Administration, ILT, IB Coordinators, Network 12, CPS.	Jun 13, 2016	Jun 22, 2017	On-Track
✚ Develop and implement Tier 1 and Tier 2 instruction and supports to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Tier 2 services are provided teachers and support staff (as they are available) in any setting (general education classroom, separate settings, home). Since the number of minutes of Tier 2 services is in addition to Tier 1, the total amount of time a student receives Tier 1 and Tier 2 services is based, fundamentally, on the number of minutes all students receive Tier 1 supports for their given grade level. Tags: Multi-tiered support systems, Multi-tiered support systems	Teachers, support staff, ILT, adm.	Sep 5, 2016	Jun 22, 2017	On-Track
✚ Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district. Tags: Multi-tiered support systems, Multi-tiered support systems	Teachers, support staff, ILT, adm.	Sep 5, 2016	Jun 22, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Teachers may also introduce a unit of study with a problem or question that students need to solve. For example, students might be asked to investigate the causes of a local environmental problem, determine the species of an unknown animal from a few short descriptions of its physical characteristics and behaviors, or build a robot that can accomplish a specific task. In these cases, sparking student curiosity can increase “engagement” in the learning process. Educators may use a wide variety of strategies to promote positive emotions in students that will facilitate the learning process, minimize negative behaviors, or keep students from dropping out. For example, classrooms and other learning environments may be redesigned to make them more conducive to learning, teachers may make a point of monitoring student moods and asking them how they are feeling, or school programs may provide counseling, peer mentoring, or other services that generally seek to give students the support they need to succeed academically and feel positive, optimistic, or excited about school and learning. Strategies such as advisories, for example, are intended to build stronger relationships between students and adults in a school. The basic theory is that students will be more likely to succeed if at least one adult in the school is meeting with a student regularly, inquiring about academic and non-academic issues, giving her advice, and taking an interest in her out-of-school life, personal passions, future aspirations, and distinct learning challenges and needs. Teachers may establish classroom routines, use consistent cues, or assign students roles that foster behaviors more conducive to learning. Tags: Student engagement, Student voice, engagement	Teachers, support staff, ILT, adm.	Sep 5, 2016	Jun 22, 2017	On-Track
✚ teachers may use cues or gestures that help young students refocus on a lesson if they get distracted or boisterous. The teacher may clap three times or raise a hand, for example, which signals to students that it’s time to stop talking, return to their seats, or begin a new activity. Teachers may also establish consistent routines that help students stay on task or remain engaged during a class. For example, the class may regularly break up into small groups or move their seats into a circle for a group discussion, or the teacher may ask students on a rotating basis to lead certain activities. By introducing variation into a classroom routine, teachers can reduce the monotony and potential disengagement that may occur when students sit in the same seat, doing similar tasks, for extended periods of time. Research on brain-based learning has also provided evidence that variation, novelty, and physical activity can stimulate and improve learning. For a related discussion, see classroom management. Teachers may use physical activities or routines to stimulate learning or interest. Tags: Student engagement, Student voice, engagement, & civic life	Teachers, support staff, ILT, adm.	Sep 5, 2016	Jun 22, 2017	On-Track
✚ Instead of asking students to answer questions aloud, a teacher might ask students to walk up to the chalkboard and answer the question verbally while also writing the answer on the board (in this case, the theory is that students are more likely to remember information when they are using multiple parts of the brain at the same time—i.e., the various parts dedicated to speaking, writing, physical activity, etc.). Teachers may also introduce short periods of physical activity or quick exercises, particularly during the elementary years, to reduce antsy, fidgety, or distracted behaviors. Teachers may use a variety of strategies to stimulate engagement through social interactions. Tags: Student engagement, Student voice, engagement	Teachers, support staff, ILT, adm.			On-Track
✚ students may be paired or grouped to work collaboratively on projects, or teachers may create academic contests that students compete in—e.g., a friendly competition in which teams of students build robots to complete a specific task in the shortest amount of time. Academic and co-curricular activities such as debate teams, robotics clubs, and science fairs also bring together learning experiences and social interactions. In addition, strategies such as demonstrations of learning or capstone projects may require students to give public presentations of their work, often to panels of experts from the local community, while strategies such as community-based learning or service learning (learning through volunteerism) can introduce civic and social issues into the learning process. In these cases, learning about societal problems, or participating actively in social causes, can improve engagement. Tags: Student engagement, Student voice, engagement	Teachers, support staff, ILT, adm.			On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an 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.

Parents are surveyed during the year asking for their input on all aspects of the school. In addition the information from the My Voice, My School surveys are used to gauge what the parents think works well and what needs 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

School administration develops a calendar of bi-monthly meetings for parents in which the PAC meets. Flyers and calendars are sent to parents informing the parents of the meetings. The parent coordinator keeps track of parent attendance and provides incentives for parents who attend each meeting on the following days: November 18, 2015, December 18, 2015, January 26, 2016, February 3, 2016, March 1, 2016, April 7, 2016, May 16, 2016, June 1, 2016, July 6, 2016, August, 29, 2016, September 27, 2016, October 1, 2016. Principal Annual Title 1 meeting was held September 26, 2016 Principal's Meeting and the PAC Organizational meeting was on October 3, 2016

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

An annual parent meeting is held discussing curriculum and student assessments. This information is also published on the school website.

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

The parent coordinator will work with the school administration and parents to ensure all parents have opportunities to contribute to the progress of the school through meetings, discussions, surveys, and any other means needed.

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.

Does not apply because the reports for PARCC come out once the students have moved on to the school/ or class they attend for 4th grade. Students who are retained are provided with this information at the beginning of the year.

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.

Interim progress report are sent home in the middle of each marking period to inform parents about the academic progress of their children. Additionally, parents have access to the CPS Parental Portal to view students grades, create grade triggers based on parameters they establish and communicate with teachers via email as they desire as yet another mode of communication.

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.

Parent meetings are held discussing curriculum standards, state, and local assessments. In addition, printed material in English and Spanish are sent home providing information regarding the local and state assessments.

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.

Parent meetings, handouts, and workshops are all held to help parents assist and work with their children.

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.

During professional development sessions all topics include parent involvement and communication. Training is provided to teachers on how to effectively communicate with parents.

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

The school administration ensures through monitoring that all programs are cohesive and work to stimulate student achievement and improvement.

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.

We have a variety of ways to share information with parent that include a monthly newsletter, Our School Handbook, school website, a Family Resource Guides, monthly school calendar, Back to School Packet, and weekly reminders as needed.

Policy Implementation Activities

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

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

n/a

Parent Compact — Complete

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

We maintain high expectations for all members of the school community (students, parents, and staff). As educators we lay the foundation for college and career readiness. We strongly believe that all students will learn through rigorous and differentiated classroom instruction. Every child will have an equal opportunity to be educated in a safe and positive environment.

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.

Formal parent-teacher conferences are held the Wednesday after the 1st and 3rd quarter. There are also parent-teacher conferences held at anytime at the request of the teacher or the parent. Parents and teachers will be invited to the Annual Title 1 Meeting, on September 26, 2016 Principal's Meeting and PAC Organizational meeting on October 3, 2016

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

Progress reports are sent home during the 5th week of each quarter. In addition teachers call and write parents when there are concerns or questions about student progress.

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

Staff are accessible to parents everyday from 8:05-8:30, during their preparation periods, after school, or by appointment.

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.

Any parent volunteer in a classroom or the school. Parents wishing to volunteer must fill out the Chicago Public Schools volunteer packet, submit the packet to the school, and wait for security clearance from CPS.

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

Parents are expected to assist their children with homework, ensure their children are ready and prepared for school, and monitor academic and social progress of their child.

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

Parents are able to participate in decision making through being in the LSC, PAC, and through discussions during parent meetings. In regards to decisions about individual students, parents work with the school administration and parents to make decisions that best serve the child(ren). Parents will attend scheduled meetings and the Annual Title 1 on September 26, 2016 Principal's Meeting and PAC Organizational meeting on October 3, 2016

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 provided with quarterly and yearly incentives for perfect attendance (Movie nights, awards, etc…). Teachers and administrators frequently discuss with students the importance of student responsibility in regards to improving academic achievement.

Parent Budget

Complete

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

The PAC will assist Bouchet School with increasing school wide attendance, parental involvement and with maintaining the IB certification by participating in IB parent meetings, school events, community involvement and outreach.

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.	$ 1000 .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 500 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 500 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00

54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 2038 .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.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ 120 .00

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