Lyman A Budlong Elementary School (/school-plans/46) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/06/2016	Mallory Bruno, Vasiliki Balaskas, Artemis Kolovos, Tiffany Armitage, Christina Hallm, Nicole Cesario, Eavon Solis, Shmeran Youkhana, Anna Garbis	School Performance Rating

02/03/2016	Mallory Bruno, Eavon Solis, Artemis Kolovos, Shmeran Youkhana, Vasiliki Balaskas, Tina Kritikos, Christina Hallm, Anna Garbis, Tiffany Armitage	SEF Priorities Root Cause Analysis
03/01/2016	Artemis Kolovos, Vasiliki Balaskas, Anna Garbis, Jennifer O'Connor, Mallory Bruno, Chuck Brewster, Christina Hallm, Eavon Solis, MIchelle Babes, Tiffany Armitage, Naomi Nakayama	Strategies and Action Steps
04/06/2016	Mallory Bruno, Artemis Kolovos, Eavon Solis, Anna Garbis, Tina Kritikos, Tiffany Armitage, Amanda Taylor, Sam Germino, Christina Hallm, Naomi Nakayama, Chuck Brewster, Vasiliki Balaskas, Eva Thievos, Shmeran Youkhana	Strategies and Action Steps
10/04/2016	Shmeran Youkana, Naomi Nakayama, Rob Jares, Sarah Sharp, Kathy Borner, Teresa Horney, Ali Deweese, Sam Germino, Ellie Salky, Ligia Santos, Mallory Bruno, Jessica Rodriguez, Tiffany Armitage	Priorities & Actions Steps
12/06/2016	Ali Deweese, Kathy Borner, Naomi Nakayama, Teresa Horney, Sarah Sharp, Mallory Bruno, Ellie Salky	CIWP Priorities & Teacher Moves, CIWP LSC Presentations
08/29/2016	All Staff - Fall PD	CIWP Priorities, Strategies & Action Steps
02/06/2017	Kathy Borner, Sarah Sharp, Sam Germino, Rob Jares, Teresa Horney, Maggie Chmiel, Naomi Nakayama, Mallory Bruno, Ellie Salky, Ali Deweese	Strategies and Action Steps (EL Focus)

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

> Overall 5Essentials score is "organized." The Leadership and Collaborative Teachers are lower, "weak" and "neutral." Current structures to support shared leadership include (transparent budget, ILT formation, DD PD allocation). Current structures to support teacher collaboration include:common planning time for horizontal and vertical teaming, and school-wide co-teaching. The Principal asks for student input, gains perspective and personally asks about their needs. Current parent organizations include the LSC, FOB, PAC and BAC, however, the school would like to increase community involvement. Our school vision was revised collectively last year and has been updated during the 2015-16 to reflect our emphasis on health and wellness and social emotional goals. Improvements include formalized planning for co-teaching, greater presence of specialists at core meetings, and grade level decision making in the MTSS process.

Guide for Leadership & Collective Responsibility

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

- Draw from the best available evidence to inform instructional improvement decisions.
  - **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 **4**

> ILT meets every Wednesday. Representatives are from all departments and cores are members. Agendas are driven by district, network and school priorities. The agendas are always focused on teaching practices and learning. In addition, teachers weekly agendas reflect the conversations from the ILT. Protocols used to problem solve and look at data, members model in their teams thereafter. PD's are reviewed and sessions designed including Design Days and some of the discretionary budget(wish list) are created in this group. Data analysis in ILT and core band meetings of student data across grade level. Attendance data is addressed and plans made to improve. EL and DL leaders represent community of learners. Use student data, FAS and summative assessments to plan instruction and instructional groups. Compare results and data from PARCC and MAP. Math team meetings, led by teachers and specialist to analyze data and plan instruction and instructional groups, modeling and collaborating as teams, team observations and having collaborative conversations to reflect on practice. Initiatives are shared at ILT.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   3   **4**

> Opportunities are specific to the needs of core bands and are content specific. PD's designed based on teacher needs and feedback, ie: exit slip. Focus on school wide initiatives such as PM and differentiation. PL is relevant to instructional growth and practice, tangible strategies are available for teachers to take back to the classroom. Teacher feedback is elicited through surveys and discussions. We are creating a culture of professional learning by asking staff to constantly reflect on their practice.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Aligned Resources:

Score

1   2   **3**   4

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

> Established a collaborative hiring/interview process that included a group of teachers protocol and focused observation guidelines to help select highly qualified teachers scheduling. Partnering with organizations that share and support our school mission and vision (Global Ed, Swedish Covenant, Chime) Potential candidates now require demonstration of classroom lesson. Identified focus to assess candidate expertise and commitment. Service providers at the classroom level ie: counselor, social worker, speech therapist to provide on-going services and support to students, individual and in small group.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

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

Score

1   2   **3**   4

> The Bridges math curriculum for grades K-5 receive ongoing professional development and support from an in-house math specialist. Teachers are not only aware of the scope and sequence, but they are diving deeper into the data via the Unity web based program and using to inform instruction. In grades 6-7, teachers are using ConnectEd Math and 8th is using CMSI Algebra. All math programs are aligned to CCSS and include strategies to be used for diverse learners. Currently, the 8th grade students have a 77% pass rate on their algebra exit exams which speaks to the curriculum's efficacy. The reading program for K-5 is in it's research phase, the PPLC serves as a steering committee in researching four potential reading curricula for 2016-2017 implementation. The current Scott Foresman reading curriculum does not align to CCSS and teachers have found that they are constantly supplementing units in order to increase rigor. The middle school is in it's first year of implementing the Spring Board reading/writing curriculum for grades 6-8. Spring Board is rigorous and CCSS aligned, however, teachers are finding that Scott Foresman is not cohesive with Spring Board objectives. We are currently in the first year of Lucy Calkins Writers Workshop implementation. Within the first semester many positive outcomes are evident: students are decoding regularly, students are writing with stamina, ACCESS writing scores are improving, and the workshop model has transformed teacher instructional model.

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

> Many teacher requested materials have been provided via Budlong Wish List (i.e, magazine subscriptions, online programs, etc). There are leveled readers available for K-8th grades through a sign-out program to support guided reading during small group instruction. Math manipulatives have been purchased for individual student use in order to better convey mathematical concepts within the Bridges program. Lucy Calkins kits were purchased for all K-5th grade teachers along with chart paper to support anchor charts critical to the writing process. Consumable student workbooks for the Springboard curriculum were purchased for 6th-8th grade students. Technology is abundant and evident in each classroom with the installation of Promethean or Smart Boards along with two functioning computer labs, 5 Chromebook carts, 3 iPad carts, some document cameras, 2 new copy machines, 1 color printer, and numerous printers throughout the main building and the annex. There is still a need for a larger supply of leveled readers that can be easily accessible to all teachers through a book room rather than a sign-out system. Many Chromebooks and laptops need maintenance in order to run efficiently. There is still a need for a new reading curriculum that will entail the purchase of several instructional materials.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.

- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
  - ○ **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
    - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
    - The teacher models effective use of various materials.
    - Students understand that materials are a means to acquire language, knowledge, and competencies.
    - Technology enhances students' higher order, creative thinking and problem solving.
    - Materials connect subject area content to real life applications.
  - ○ **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

> Teachers received PD on Depth of Knowledge Levels (DOK) and were trained to apply this knowledge towards questions within the current reading curriculum. Stemming from this activity, teachers supplement classroom curriculum with projects that better align with CCSS. Teachers are also aware of Bloom's taxonomy to target higher order thinking questions. Differentiation and progress monitoring are ongoing areas of focus for teachers. These areas are explored and discussed during grade level meetings, Design Days, and core meetings. Additionally, teachers have voiced the need for further assistance challenging high performing students.

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)

EL teachers screen all incoming students for language acquisition in order to best provide support in the classrooms. K-5 students receive EL support from EL teachers within the classroom through various co-teaching models along with co-planning times to prepare for instruction. 6th-8th have one EL teacher to offer support within the classroom.

College is emphasized from Kindergarten by looking at College Readiness NWEA scores and goal-setting to increase student success through the upper grades. Students in 7th-8th grades attend high school fairs and college visits. Scholarships are communicated to upper grade students and teachers. Junior Achievement and CHRF/The Voice Programs are available to students that emphasize higher education.

There is a lack of communication to parents regarding the process for applying to selective enrollment schools, as well as, a need to educate parents on selective enrollment schools throughout CPS, not only schools on the north side of Chicago. There is also a lack of high school and college exposure to students in the lower grades. A Career Day would be beneficial for students to be exposed to different careers available in the world around them. There is also a need for re-connections with Budlong alumni to speak to current students about their experience in high school and beyond.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

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On a daily basis DL, EL and general education teachers co-teach and co-plan for math and reading instruction. Academic Specialists work with grade level teams to review student data on a bi-weekly basis to inform instruction and implement differentiation. Teachers practice informal observations of one another to observe effective teaching models, however, peer observations should increase and become a formalized practice. Teachers utilize multiple resources, in conjunction with the current curriculum to challenge and support students by grouping students for enrichment and reinforcement. Teachers have become more tech savvy and incorporate technology into daily instruction. Administration completes required formal and informal observations that include supportive feedback and resources in correspondence with teacher needs.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**

- Guide students to articulate the relevance of the objective(s) to learning.
- Anticipate possible student misunderstanding.
- Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
- Enable students to contribute to extending the content by explaining concepts to their classmates.
- Build on students' language development and understanding of content.
- Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.

- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.

- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.

- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.

- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

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This school year, a formal MTSS process was implemented and has been effective in decreasing the amount of referrals for special education services while increasing the identification of tier three students. This process includes a menu of interventions that target specific foundational skills in reading and math. This menu also includes progress monitoring tools that coincide with the interventions being implemented to monitor student progress and adjust interventions accordingly. The Fountas and Pinnel LLI program was purchased to target students that fall near the 24th percentile on NWEA reading. This program will take place of literacy for middle school students and supplement literacy for K-4. As students show progress, they will phase out to allow new students to participate in the program. EL and DL teachers and the Academic Specialists have participated in training to effectively instruct these LLI groups. Curriculum based assessment are differentiated to meet students instructional levels. Teachers use data to inform instruction and create heterogenous flexible learning environments including the workshop model, small groups, and partner work to include all learners. Teachers can continue to personalize rubrics for assessment, use on-track monitoring, Personal Learning Plans and Student Learning Plans to enhance instruction and focus on struggling learners.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

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The curricula that is currently being used for writing and math across all grade levels include assessment rubrics for student and teacher assessment and reflection. Teacher utilize the formative and summative assessments within the writing and math curricula. Teachers incorporate self-created assessments for progress monitoring and differentiation. On a bi-weekly basis, teachers are meeting with grade level teams and academic specialists to analyze data from curriculum based assessment and district assessments to inform instruction. School-wide grading standards are consistent and the use of rubrics have made the grading system more valid. To improve our rating, we can create an assessment calendar and purchase a reading curriculum that is as effective as our newly purchased math and writing curricula.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Culture for Learning:

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

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> This year, we have implemented the Second Step curriculum and CHAMPS for tier one social/emotional support as presented and supported by the Climate Team. These programs have increased student confidence, positive approaches to learning, willingness, and ability to grow in the classroom. Teachers voice high expectations for students and focus on the whole child through academic and social/emotional support. Students have increased ownership of learning via self-assessment, peer assessments and group collaboration. Students use rubrics to monitor learning and participate in conferencing to discuss strengths and where improvements need to take place. Inclusion is practiced school-wide and has increased students' sense of belonging to the classroom and the school. These practices increase student awareness of empathy and generosity. Teachers incorporate the "habits of heart, mind and work" to practice academic endurance and perseverance.
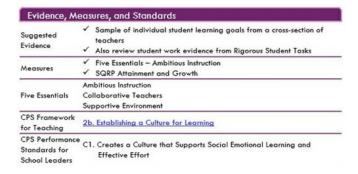
Guide for Culture for Learning

- **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

Score

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.

Our teachers and staff have a very strong knowledge of our students and their families. Per the 5Essentials, student to student and adult to student trust were both rated as high. However, teacher to teacher trust is very weak and teacher to principal is weak. Team building activities were utilized at the beginning of this school year (2015-16) to improve teacher to teacher and teacher to principal relationships. Teachers are now working more collaboratively through co-teaching and co-planning and are more able to refer students for additional behavior and academic supports. Organizations such as the Friends of Budlong have provided students with opportunities to celebrate and learn about the diverse culture of the school by organizing Cultural Awareness and Celebration days. The Diverse Learner Team implemented a meet and greet for parents and families to get to know the resources and teachers who are available to them on a daily basis. The Bilingual Advisory Committee (BAC) is made up of parents and staff who come together to provide a voice for the school's bilingual community.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

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

Currently there is a robust after school program that provides students with a number of opportunities that include academic, behavioral and physical support. Student voice and opinion drive the creation of after school programming as well as some key school events and procedures. The school also partners with organizations to provide artistic programs like CHIME, ICMC and Purple Asparagus. Mission Propel, focusing on younger students, provide both yoga with a social/emotional twist. Even starting as early as Pre-K, the school participates in a clothing drive that provides resources to a local business that then gives back to the school in the form of vouchers for families in need. Currently, there is not a student government or council. There is work to strengthen the Civics curriculum.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

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> Safety and security are present and engaged within the building and during transitions. Second Step provides order and examples of behavior expectations during both classroom instruction and unstructured lessons. Behavior plans are created when necessary by the Counselor as well as the Social Worker, Case Manager and Psychologist. A student led safety patrol is in place but number have waned in the current semester, a push to increase participation is in planning.

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.

> Currently the school runs Second Step, CHAMPS, and is in the process of organizing and implementing a Behavioral Health Team. This team is a culmination of the Climate Team which will continue to support classroom interventions, tier I interventions. Restorative practice and conversations are somewhat lacking and training/professional development are expected to be offered in the coming months of the 15-16 school year.

Guide for Restorative Approaches to Discipline

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

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 **2** 3 4

> The 5 Essentials shows a strong teacher/parent relationship. Additionally, programs like the Parent Advisory Committee, Bilingual Advisory Committee and the Friends of Budlong bring parents into the school to provide a voice. We have a strong parent volunteer program however we only have a small portion of parents that are always available and a larger portion who show interest but do not reach out to the school for opportunities. Parent Portal participation is currently low and parents do not feel that they have a say in the decision making with regards to the school policies and procedures.

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

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: Instructional Leadership Team	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Increasing in year 16-17 by 15% and following year by 10%	83.00	57.00	72.00	82.00
National School Growth Percentile - Math				
Increasing in year 16-17 by 15% and following year by 10%	36.00	47.00	62.00	72.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Increase by 5% for each year over the next two years.	50.50	(Blank)	55.00	60.00
African-American Growth Percentile - Reading				
NA	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
Increase by 10% each year for the next two years.	75.00	48.00	58.00	68.00
English Learner Growth Percentile - Reading				
Increase by 10% each year for the next two years.	(Blank)	13.00	23.00	33.00
Diverse Learner Growth Percentile - Reading				
Increase to 51% and 61% the following year.	(Blank)	29.00	51.00	61.00
African-American Growth Percentile - Math				
NA	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
Increase by 10% for each of the next two years.	24.00	37.00	47.00	57.00
English Learner Growth Percentile - Math				
Bilingual and ELL supports to increase by 10% for each of the next two years.	(Blank)	61.00	71.00	81.00
Diverse Learner Growth Percentile - Math				
Increase to reach 53% and 63% the following year.	(Blank)	3.00	53.00	63.00
National School Attainment Percentile - Reading (Grades 3-8)				

	75.00	72.00	77.00	82.00
Increase by 5% for next two years.				

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

	65.00	64.00	69.00	74.00
Increase by 5% for next two years.				

National School Attainment Percentile - Reading (Grade 2)

	93.00	87.00	92.00	97.00
Increase by 5% for next two years.				

National School Attainment Percentile - Math (Grade 2)

	69.00	67.00	72.00	77.00
Increase by 5% for next two years.				

% of Students Making Sufficient Annual Progress on ACCESS

	49.70	52.20	67.00	77.00
Incorporating Lucy Calkins writing curriculum, increase by 15% in 16-17 and 10% in 17-18.				

Average Daily Attendance Rate

	95.50	95.50	97.00	98.00
Target goal of 98%.				

My Voice, My School 5 Essentials Survey

	(Blank)	(Blank)	(Blank)	(Blank)
Results to indicate well organized.				

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...
Increase support and intervention for "off-track" students	increase in attendance and grades	On-track being increased by 10% by June 17.

Tags: Area(s) of focus:
Intervention, Differentiated instruction, Academic expectations   1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Attendance Team will meet weekly to promote 98% attendance through incentives and/or creative positive supports within the school for students with chronic attendance.	Attendance Team	Jun 1, 2018 to Jun 1, 2018	Dashboard Off-Track Report	Not started

Attendance, Intervention

Refine school-wide grading policies to ensure multiple opportunities to demonstrate success and homework does not exceed 10% of composite grade.	ILT and teachers	Jun 1, 2018 to Jun 1, 2018	Policies are accepted and known by staff, students, and parents	Not started

Academic expectations, Policy

Strategy 2

If we do...	...then we see...	...which leads to...
Increase training, collaboration and communication around MTSS	consistency in implementation of tiered supports	At least 95% of teachers will utilize and implement MTSS and BHT process with fidelity.

Tags:
Intervention, Academic, Differentiated instruction, Communication, Behavior

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Grade level teams and specialists meet once per month to revise Academic MTSS Student Profiles	Classroom teachers and specialists	Jun 1, 2018 to Jun 1, 2018	MTSS Tracker	Not started

Intervention, Academic gain, Differentatied instruction

Classroom teachers will implement Second Step lessons on a weekly basis and apply lessons throughout week.	Classroom teachers, counselors, social worker	Jun 1, 2018 to Jun 1, 2018	BHT Referrals	Not started

Intervention, Behavior

Teachers will reach out and meet with specialists 1:1 to create Academic MTSS Student Profile	Classroom teacher and specialists	Jun 1, 2018 to Jun 1, 2018	MTSS Tracker	Not started

Intervention, Academic gain, Differentiated instruction

Through BHT referral process, teachers will meet with BHT to create and implement behavioral interventions as needed.	Classroom teachers and BHT	Jun 1, 2018 to Jun 1, 2018	BHT Tracker	Not started

Intervention, Behavior

Strategy 3

If we do...	...then we see...	...which leads to...
Set quarterly academic goals and implement GPA training for middle school students	an increase of middle grade students who set goals based on academic performance in order to increase their GPA	Less than 10% of 5th-8th grade students "off-track" on Dashboard.

Tags:
Academic expectations, Goalsetting, Accountability

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create collaborative research groups to investigate different aspects of university life and technical schools or alternative post-secondary education options.	6th-8th grade teachers and Counselor	Jun 1, 2018 to Jun 1, 2018	Teacher reports	Not started

College Access and Persistence

Action step	Responsible	Timeframe	Evidence for status	Status
Invite High School and College Budlong alumni to share their experiences and success stories with opportunity for student inquiry.	5th-8th grade teachers	Jun 1, 2018 to Jun 1, 2018	Teacher reports	Not started

College Access and Persistence

Action step	Responsible	Timeframe	Evidence for status	Status
Expand student field trips that provide access to universities, technical schools and alternative post-secondary options that include tours of labs and campus life.	5th-8th grade teachers	Jun 1, 2018 to Jun 1, 2018	Teacher reports	Not started

College Access and Persistence

Action step	Responsible	Timeframe	Evidence for status	Status
Launch Naviance to develop student awareness and knowledge of post-secondary skills.	5th grade teachers and counselor	Jun 1, 2018 to Jun 1, 2018	Naviance Data	Not started

College Access and Persistence, Academic expectations

Action step	Responsible	Timeframe	Evidence for status	Status
Establish a clear communication with parents and 8th grade students regarding the high school application process.	8th grade teachers and counselor	Jun 1, 2018 to Jun 1, 2018	High School Application and Acceptance data	Not started

Parental involvement, Communication, Tasks, Expectations

Action step	Responsible	Timeframe	Evidence for status	Status
Plan and implement career day for 5th-8th grade students inviting presenters from diverse fields to participate.	5th-8th grade teachers	Jun 1, 2018 to Jun 1, 2018	Teacher reports	Not started

College Access and Persistence

Strategy 4

If we do...	...then we see...	...which leads to...
Increase communication, collaboration and transparency through the administration team	an increase in trust and respect among teacher to teacher and teacher to administration relationships	at least a 10% decrease of teacher-teacher trust and teacher-principal trust in the strongly disagree and disagree categories on the 5 Essentials.

Tags:
Climate and Culture, Communication, Teacher-teacher trust & support

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Increase commitment to relationship building through social opportunities once per month.	Social Committee	Jun 1, 2018 to Jun 1, 2018	School calendar	Not started

Climate and Culture, Teacher-teacher trust & support

| Encourage diverse involvement in committees and programs | Committee and Programs leads, teachers and staff | Jun 1, 2018 to Jun 1, 2018 | Committee members and program leaders | Not started |

Climate and Culture, Community

| Increase administration/leadership communication via newsletter, staff meeting, etc. at least once per month. | Administration and ILT | Jun 1, 2018 to Jun 1, 2018 | School calendar | Not started |

Climate and Culture, Communication

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Attendance Team will meet weekly to promote 98% attendance through incentives and/or creative positive supports within the school for students with chronic attendance. Tags: Intervention, Differentiated instruction, Academic expectations, Attendance, Intervention	Attendance Team	Jun 1, 2018	Jun 1, 2018	Not started
✚ Refine school-wide grading policies to ensure multiple opportunities to demonstrate success and homework does not exceed 10% of composite grade. Tags: Intervention, Differentiated instruction, Academic expectations, Academic expectations, Policy	ILT and teachers	Jun 1, 2018	Jun 1, 2018	Not started
✚ Grade level teams and specialists meet once per month to revise Academic MTSS Student Profiles Tags: Intervention, Academic, Differentiated instruction, Communication, Behavior, Intervention, Academic gain, Differentatied instruction	Classroom teachers and specialists	Jun 1, 2018	Jun 1, 2018	Not started
✚ Classroom teachers will implement Second Step lessons on a weekly basis and apply lessons throughout week. Tags: Intervention, Academic, Differentiated instruction, Communication, Behavior, Intervention, Behavior	Classroom teachers, counselors, social worker	Jun 1, 2018	Jun 1, 2018	Not started
✚ Teachers will reach out and meet with specialists 1:1 to create Academic MTSS Student Profile Tags: Intervention, Academic, Differentiated instruction, Communication, Behavior, Intervention, Academic gain, Differentiated instruction	Classroom teacher and specialists	Jun 1, 2018	Jun 1, 2018	Not started
✚ Through BHT referral process, teachers will meet with BHT to create and implement behavioral interventions as needed. Tags: Intervention, Academic, Differentiated instruction, Communication, Behavior, Intervention, Behavior	Classroom teachers and BHT	Jun 1, 2018	Jun 1, 2018	Not started
✚ Create collaborative research groups to investigate different aspects of university life and technical schools or alternative post-secondary education options. Tags: Academic expectations, Goalsetting, Accountability, College Access and Persistence	6th-8th grade teachers and Counselor	Jun 1, 2018	Jun 1, 2018	Not started
✚ Invite High School and College Budlong alumni to share their experiences and success stories with opportunity for student inquiry. Tags: Academic expectations, Goalsetting, Accountability, College Access and Persistence	5th-8th grade teachers	Jun 1, 2018	Jun 1, 2018	Not started
✚ Expand student field trips that provide access to universities, technical schools and alternative post-secondary options that include tours of labs and campus life. Tags: Academic expectations, Goalsetting, Accountability, College Access and Persistence	5th-8th grade teachers	Jun 1, 2018	Jun 1, 2018	Not started
✚ Launch Naviance to develop student awareness and knowledge of post-secondary skills. Tags: Academic expectations, Goalsetting, Accountability, College Access and Persistence, Academic expectations	5th grade teachers and counselor	Jun 1, 2018	Jun 1, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Establish a clear communication with parents and 8th grade students regarding the high school application process. Tags: Academic expectations, Goalsetting, Accountability, Parental involvement, Communication, Tasks, Expectations	8th grade teachers and counselor	Jun 1, 2018	Jun 1, 2018	Not started
✚ Plan and implement career day for 5th-8th grade students inviting presenters from diverse fields to participate. Tags: Academic expectations, Goalsetting, Accountability, College Access and Persistence	5th-8th grade teachers	Jun 1, 2018	Jun 1, 2018	Not started
✚ Increase commitment to relationship building through social opportunities once per month. Tags: Climate and Culture, Communication, Teacher-teacher trust & support, Climate and Culture, Teacher-teacher trust & support	Social Committee	Jun 1, 2018	Jun 1, 2018	Not started
✚ Encourage diverse involvement in committees and programs Tags: Climate and Culture, Communication, Teacher-teacher trust & support, Climate and Culture, Community	Committee and Programs leads, teachers and staff	Jun 1, 2018	Jun 1, 2018	Not started
✚ Increase administration/leadership communication via newsletter, staff meeting, etc. at least once per month. Tags: Climate and Culture, Communication, Teacher-teacher trust & support, Climate and Culture, Communication	Administration and ILT	Jun 1, 2018	Jun 1, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

Budlong School is receiving NCLB Title I funds for the 2016-17 school year. We currently have a Parent Advisory Council-PAC which meets monthly to review the Title I budget and receive training. The parents of NCLB students attend these meetings in order to receive training and offer input on the NCLB program in terms of review and improvement.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The NCLB, Part I annual meeting and the organizational meeting will be held on September 22, 2016. At this time, parents will be informed of the school's NCLB Title I program and will be able to offer input on what they would like in terms of program offerings and services. Title I requirements and parents' rights to be involved will be shared. Additional meetings will be held in conjunction with school assemblies, BAC meetings, LSC Meetings, and FOB meetings on a monthly basis. Notices will be sent home in a variety of languages to fully inform our many bilingual parents.

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

Information about our Title I program will be generated to parents in a timely manner: by monthly PAC meetings and at regular parent-teacher conferences. Parents will be given ample notice of the meeting dates and times. Handouts about the Title I program will be provided to parents. Workshops and speakers will also be provided as often as possible to our parents.

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.

Parents who attend the Parent Advisory Council-PAC meetings are given opportunities on the agenda to give suggestions or make recommendations on the services, materials and programs that their child receives during the school day or after school. The school will respond in a timely manner to any suggestions or requests made by parents.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents receive a copy of their child's performance on the MAP by several means. The school sends out a report of the scores for these subject areas twice yearly that will also includes the child's promotion status for the following 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.

Official notices will be provided to parents by the Office of Human Capital-Assessment and Compliance Division if their child has been assigned to a teacher who is not highly qualified for four consecutive weeks. Budlong fully cooperates with this requirement of Title I. Notices are sent out in a timely manner and we do our best to make sure parents receive them.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

At the annual Title I Informational Meeting in the fall we will help parents understand all the state content and achievement standards, as well as, assessments used throughout the year. All the requirements of Title I will also be distributed at this meeting. Parent training will also be offered and encouraged throughout the year; including training parents on how to access the parent portal in IMPACT, as a way to monitor their child's progress. Parent training is also strongly encouraged from offerings from Title I Part A of the Office of Local School Council Relations.

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.

Funds are available in the school's NCLB Title I budget which provides for parents to attend conferences and workshops. We also provide funds to obtain subscriptions that provide literacy training and technology. Computer software programs are available to provide literacy opportunities to parents. At some of the PAC monthly meetings presenters will give workshops on topics to help parents teach/help their children at home with academics/homework. The monthly PAC meetings are help to help increase parent involvement.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

> Staff development will be conducted on an ongoing basis for staff on how to better include parents in the school environment. It also helps build working relationships with parents and teaches them to treat parents as partners in the educational process. This includes workshops given during regular staff meetings, as well as, the opportunity to attend outside seminars. Teachers will also encourage parents to volunteer in the classroom and on field trips.

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.

> Ready to Learn parents participate fully in classroom activities, training and field trips. Positive Action Family classes are held monthly. Parents receive monthly newsletters and subscriptions on a variety of educational topics. Some of these are also available through our website. Links are also provided on our website to various educational activities. At the beginning of the school year an orientation meeting is held for preschool and kindergarten parents to inform them of curriculum and educational opportunities and to encourage and promote parent involvement."

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.

> Monthly newsletters, bulletins, notices, calendars and letters are distributed to all students to take home to their parents. Whenever possible, notices are translated into Spanish, Urdu, Arabic, Assyrian and Bulgarian. Calendars and newsletters are also posted on the school website. Student handbooks are distributed to all students at the beginning of the school year. Notices/letters are written in a way that is easy to read and understand. Contact information is listed in letters for parents to use in case they need clarity.

Policy Implementation Activities

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

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

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

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

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

> n/a

Parent Compact   Complete

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

> High quality curriculum and instruction in a supportive environment is provided by the direction of our mission statement which states, "Budlong, a multi-cultural school, will provide all students with differentiated instruction in a safe and supportive learning environment through collaboration with administration, staff, students, parents parents and community. Self discipline, motivation, development of strategies and excellence in learning are promoted through reading, math, science and all core subjects, integrating technology across the curriculum."
>
> Furthermore, our vision statement indicates that "Budlong School will educate and graduate all students, including those with special needs and those who are ELL, for success in high school and beyond. Through an emphasis on literacy, mathematics, science and technology, our students will build the necessary academic skills, attitudes and values to interact and compete in a rapidly changing global society."

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.

> Parent-teacher conferences will be held throughout the school year, including formal conferences held twice a year at Report Card Pick Up days held in November and April. Additional conferences are scheduled per a teacher's request and or parent's request at a mutually agreed upon day and time.

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

> Parents will be provided consistent, thorough reports on their children's progress throughout the school year. This includes 5 week progress reports via IMPACT at each half way point in the marking period and frequent standardized test result reports. Informal reports will also be given to parents as needed. Conferences are scheduled per a teacher's request and/or parent's request at a mutually agreed upon day and time.

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

Teachers are available for conferences before and after school and/or during preparation periods. The school notifies parents of the days and times teachers are available. Teachers can also be contacted through email, on their voice mail numbers, through the Parent Portal, or parents can call the main office and leave a message. Students and parents also have access to each teacher's web page on the school website at www.budlongschool.com.

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

Parents are encouraged to complete a Parent Volunteer Form in order to volunteer. Parents are also welcome to accompany students on field trips or participate in classroom activities. Preschool parents, especially are mandated to volunteer as much as their schedules allow.

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

Parent/students receive a student handbook/agenda at the beginning of the school year which includes school and CPS policies. The student handbook/agenda includes a calendar which allows parents to monitor homework assignments and communicate with teachers. Parent orientation meetings are held with middle school, preschool and kindergarten parents to teach them parenting skills and ways to support their child's academic achievement. Parents also have access to the Parent Portal in IMPACT, which allows them to check on grades, attendance and assignments.

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 participate in individual meetings relating to their child's academic and social progress. This includes participating in the development and implementation of a remediation (RTI) plan and if necessary, an Individual Education Plan (IEP). Through a series of meetings, to determine what the school's priority goals are and how resources should be allocated to meet these goals, parents give input to the school's improvement plan (C.I.W.P.). Parents also will have an opportunity to give input and consultation at the monthly LSC, PAC, and BAC meetings.

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

Students will assure academic achievement by their participation in the development and implementation of remediation (RTI) plans that address such areas as class preparatoin, attendance and attitude. Improved academic achievement is recognized by the school with an awards assembly at the end of the school year. Students participate in the Positive Action character education program, in conjunction with U.I.C., which promotes student achievement and a positive attitude towards school. Monthly best attendance is posted by classrooms. Honor Roll for students in 5th through 8th grade is posted quarterly. Perfect Attendance certificates for students in all grades are awarded at the end of the school year. Assemblies are held throughout the year to encourage learning and good attendance."

Parent Budget   Complete

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

The budget will be used to increase parent involvement in curriculum and design thinking.

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.	$ 758 .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.	$ 3000 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ Amount .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00

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