



Daniel C Beard Elementary School (/school-plans/20) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Manda Lukic	Principal	mmlukic@cps.edu	Has access
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Team meetings

Date	Participants	Topic
01/12/2016	ILT is the CIWP team	develop a CIWP team
01/19/2016	CIWP team - Joan, Gina, Caroline, Julie, Sam, Noel, Andrea, Alana, Manda,	School Excellence Framework Analysis
01/26/2016	CIWP team - Alana Kearns, Katie, Andrea Patrinos, Kerry Rush, Manda Lukic,	School Excellence Framework Analysis

02/02/2016	CIWP team	School Excellence Framework Analysis
02/09/2016	CIWP team	School Excellence Framework Analysis
02/16/2016	CIWP team	School Excellence Framework Analysis
02/23/2016	CIWP team	School Excellence Framework Analysis
03/01/2016	CIWP team	School Excellence Framework Analysis
01/28/2016	CIWP planning team with paraprofessional staff	Sharing and providing input into the school excellence framework, how to access information
02/04/2016	CIWP planning meeting with parents	Instruction and parent input
03/15/2016	ILT - CIWP meeting	Framework Priorities
04/12/2016	Strategies	Strategies and supports
04/25/2016	Shared with parents - LSC for added input	CIWP for LSC input
04/25/2016	LSC CIWP approval	approval
05/17/2016	ILT	CIWP planning
05/18/2016	School Excellence rubric discussed	ISL and Principal Meeting on CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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.

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Beard School provides services to preschool students and students with significant disabilities. Even though we are a specialty school, standards are high as are expectations for all the students and staff members. Shared leadership and responsibility for student learning and safety is evident throughout all of our practices at the school.

From the 2015 5-essentials data report, Beard Staff gave the Principal a 76% "Strong" rating for being an effective leader and working with teachers together to implement a shared vision. There is a strong focus on a vision for sustained improvement. This has been continually growing over the past 3 years. For program coherence, the Principal was given a 90% or "Very Strong" rating in setting high goals for quality instruction. For Teacher-Principal-trust, a score of 52% or "Neutral" was given. For Teacher influence, a 64% or "Strong" rating was provided. For instructional leadership, the Principal was assigned a 98% or "Very Strong" rating for the belief that all students can learn. The management of resources to sustain the programming, positions and program improvements are reasons that led to this high score.

On measures of collaborative teachers, the overall rating was 69% or "Strong." Teachers at Beard are very collaborative, focus on professional growth and are committed to the school. For collaborative practices, teachers ranked at 50% or "Neutral." For collective responsibility, teachers scored themselves at 58% or "Neutral." For the quality of professional development, teachers ranked this category at a 96% or "Very Strong." For both school commitment and Teacher to Teacher trust, a 71% or "Strong" rating was provided.

Staff members are the collective decision makers for the school through shared leadership. Staff meet together regularly to

progress monitor student learning and achievement through the ILT team, curriculum selection review committee, school committees, school PLC's, grade level team meetings, paraprofessional team meetings, parent meetings, LSC, Friends of Beard, attendance meetings, related service providers team meetings and administrative team meetings. Parents are also involved in the decision making process by responding to surveys, attending their IEP meetings and participating in school engagement events and committees.

The staff have a voice in decisions made at the school. The principal sends out surveys by gauging their opinions in important matters and often solicits feedback through Google drive. Staff from all departments are on the hiring committees in selecting new staff members. Administrative team attends all grade level meetings and responds to staff needs to support them. Resources are aligned to support instructional learning, as it is a priority at the school. Parents and teacher teams have worked on curriculum committees to analyze curriculum effectiveness in meeting student needs. Teams of teachers work on completing the CIWP and progress monitor its effectiveness. Parents and staff have recently selected 2 new curriculums in both Reading and Math. Staff have also provided feedback on the types of professional development needed to be brought in for the staff. Donor's chose grants are more often than not, supported by staff members working at Beard.

As a result of the 5 essential survey last year, peer observations and learning walks became a regular part of Beard professional learning. Peer observations and learning walks have enabled staff to observe strong instructional practices taking place in other classrooms.

We have 95% of our teachers, including the principal, that have gone back to school to obtain an ESL endorsement to provide English Language support services to all students coming to Beard that speak a different language at home. Overwhelming, the majority of teachers have Masters degrees or beyond to support student special education services. ESL instruction is being progressed monitored through the alternate ACCESS assessment.

For our parents and community members, monthly parent meetings are held. Weekly family engagement opportunities are sponsored and newsletters are sent home. Social media is utilized to inform and communicate with families. Letters are sent home from the principal regularly and opportunities are provided to parents to have a coffee chat with the administration. Parents speak freely to administrators with an open door policy because a culture of trust exists at Beard.

Beard tours are held at least twice a month for parents, and regularly for outside organizations. Different modes of communications are used to reach families which include our website, email, letters, Facebook, Constant Contact, remind me, communication binders and telephone calls. Many partnerships exist with our school in which they work with us to reach our goals. Outside therapists come to the school to work with cps staff and conduct observations of their students. The Open House and state of the school address is provided yearly to families and community members. Monthly LSC meetings are held, with a strong partnership through the Friends of Beard. These groups support our school's financial needs through fundraisers. Correspondence takes place between families and teachers daily. There is an increase in parent participation on field trips, which take place over 6 times a year. Personal invites to events from teachers to parents are sent out regularly. The Principal, along with involved parents and staff, attend community meetings representing Beard School at various functions. The Principal has worked with Alderman Arena's office to sponsor the first community health resource fair at the school. Teachers receive all types of professional development so that they are well trained to work with all students, and provide information to their peers upon return.

The My School My Voice Survey, has validated for us, that parents believe we have a strong belief that all students can learn.

CIWP meetings take place weekly with staff after school to analyze the school excellence framework. Related service provider meetings are held weekly and shared with administration. The ILT team meets every two weeks to progress monitor and collaborate with staff members towards instructional improvements. Attendance meetings are held to develop intervention strategies that lead to improved student attendance. Grade level team meetings are held with ILT developed agendas. All staff are on at least 2 - 4 committees for the school in which the focus is on student and parent engagement.

Constant peer to peer interactions take place throughout the day making the school environment a very positive place to work in. Paraprofessionals are all included in all instructional training meetings and are held in high regard at our school. Paraprofessionals are trained in taking student benchmark IEP data and provide small group instruction.

Ever new teacher is assigned a mentor teacher. Beard is a teaching school and partners with many universities to bring student teachers into our classrooms. From these student teachers, new staff are selected. Teachers provide professional development to other staff members throughout the year and on professional development days. Staff present topics to our parents at monthly parent meetings. Staff also have created a resource guide for parents to use which has been placed on our school website. Staff share many documents that support each other and students on the Google drive. A customer service environment and attention to details has allowed Beard to articulate its vision that it cares about students and their families. We are here to support families, listen to parent needs, provide students with the latest and most current resources and information.

CIWP meetings take place to analyze the effectiveness of academic curriculums, assessments and support systems. If they do not meet the needs of the students, they are adjusted. In the past two years, we have changed both the Reading and Math programs. Extensive professional development for training has been provided to all staff members on the curriculum's implementation.

Lead teachers from the team make up the ILT team. The team's agendas have now changed, through discussions with the ILT. The ILT team decides the grade level team's agenda and what is discussed at team meetings. There are four progress monitoring formats that are utilized by staff members. During the first week of the month, teams will meet together to discuss curriculum planning and incorporate REACH practices into their planning lessons. The second week is designated to learning walks or peer observations as professional development. Reflection sheets are handed into administration for review of bias statements, then shared with teachers that were observed. The third week is on data analysis, of SANDI growth targets, gold strategies targets, IEP benchmark data, NWEA assessments. The fourth week is being designed for school excellence framework input and milestone

development and progress monitoring. At the beginning of the year, it is to progress monitor the CIWP plan.

Staff plans together and makes efforts to collect data on the individual student as well as the school wide community. Teachers meet with related service providers to consult on student IEP's. Internal communication is primarily accomplished through the google drive, meetings, and email. Schedules of related service providers are adjusted as new students are placed into the school to accommodate for student needs.

Beard communicates our vision to see students integrated into typical schools by having LRE programs such as Partners in Play and Recess Buddies, exposing children to typical peers. Lesson plans are designed to include both academics and social emotional learning. The school's leadership articulates the school's vision through REACH observations and recommendations for improvement. We articulate the belief that student center based instructional models are best practices to be used for daily instruction.

Staff is well versed in providing behavioral interventions for students. Examples include staff providing students with visual supports, best practices in autism, reduced language, and liberal use of social stories to facilitate interactions and gains. In all classrooms, sensory items are available, class dojo is used, sensory room is utilized, students have scheduled breaks throughout the day, work for cards are used, forms of visual schedules are evident, behavioral expectations are posted in every classroom, and "first, then" language is utilized.

We have overcome many challenges and budget cuts over the past few years, including getting back the SANDI assessment for our 3rd grade students this year. We have always stayed on focus by making students our priority. We focus on starting the school year successfully by opening our lines of communication, expectations and goals. All instruction is derived through school assessment data and is progressed monitored throughout the year by all staff. Administration is very transparent with information, agendas and ideas. Principal filters out unnecessary information to clutter teacher's instructional day, setting parameters with parents, and supporting classrooms with resources.

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	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 3 4

The ILT team is comprised of many stakeholders at Beard School. The school is divided into teams, and a representative from each team serves as a leader on the ILT team, including a related service provider and a student teacher. On occasions parents have joined the discussion for specific topics at our ILT meetings. The entire school is represented and shares leadership for improving teaching and learning.

From the 2015 5-essentials data report, Beard Staff gave the Principal a 76% "Strong" rating for being an effective leader and working with teachers together to implement a shared vision. There is a strong focus on a vision for sustained improvement. This has been continually growing over the past 3 years. For program coherence, the Principal was given a 90% or "Very Strong" rating in setting high goals for quality instruction. For Teacher-Principal-trust, a score of 52% or "Neutral" was given. For Teacher influence, a 64% or "Strong" rating was provided. For instructional leadership, the Principal was assigned a 98% or "Very Strong" rating for the belief that all students can learn. The management of resources to sustain the programming, and for program improvements is reason for the high score.

On measures of collaborative teachers, the overall rating was 69% or "Strong." Teachers at Beard are very collaborative, focus on professional growth and are committed to the school. For collaborative practices, teachers ranked at 50% or "Neutral." For collective responsibility, teachers scored themselves at 58% or "Neutral." For the quality of professional development, teachers ranked this category at a 96% or "Very Strong." For both school commitment and Teacher to Teacher trust, a 71% or "Strong" rating was provided.

Shared leadership is valued and developed at Beard School. Staff is taught to build upon capacity so that ownership of tasks, is very much teacher initiated. ILT members rotate from year to year and also are responsible for developing the grade level team agendas based on instructional priorities taking place at the school or within the district. Their goals are organized around instructional priorities and are representative of all of our preschool students, diverse learners, K-3rd grade students, and ESL learners. Members of the team assign one another action items and have a voice in the decision making process.

Dates of meetings are published at the beginning of the school year to encourage after school attendance. The schedule is located in the school's opening bulletin in Google drive and on the daily staff schedule. Google calendar invites are sent out by Administration before each meeting with an attached agenda.

The team uses protocols and data appropriately to ask probing questions that will lead to student achievement, with a focus on every individual child being successful. All team members have access to SANDI, Teaching Strategies Gold, DASHBOARD, CIM, SIM, and other information tools in which data can be analyzed for targeted student growth and improvement. Copies of articles obtained from outside attended meetings are shared out with the ILT team. The ILT team meet regularly between 2 to 4 times a month. All ILT meetings have agenda items with an hour long focus for the meeting. Agreed upon norms are that everyone is valued for being there and is respected for their opinions. Members rotate the responsibility for taking notes and share them with others in the school by sharing them in the opening bulletin and at their own grade level team meetings. The team has protocols in place for tracking and monitoring implementation of action items. At the beginning of the meetings, notes from the previous meetings are reviewed and staff members report out the status of projects completed or work that has been done up to date. SANDI assessments have been a new assessment added to Beard within the past two years, and have been proven to be very informative. Reasonable deadlines assigned to people fall within a two-week time period.

The team's agendas have now changed, through discussions with the ILT. Agendas are ILT directed. There are four tasks each teacher is asked to complete during their principal directed prep, every week a different task. During the first week of the month, teams will meet together to discuss curriculum planning and incorporate REACH practices into their planning lessons. The second week is designated to learning walks or peer observations as professional development. Reflection sheets are handed into administration for review of bias statements, then shared with teachers that were observed. The third week is on data analysis, of SANDI growth targets, gold strategies targets, IEP benchmark data, and NWEA and classroom based assessments. The fourth week is designed for school excellence framework input and milestone development and progress monitoring. At the beginning of the year, it is to progress monitor the CIWP plan.

All members have equity of voice and are equally engaged in asking questions and participating in meetings. Every adult has ownership of the content of information and is readily willing to help. There is a professional tone that exists during meetings with an expectation of high demand from each member. ILT meetings start off with kudos and one good thing being said about someone else which sets a positive tone for the rest of the meeting. Colleagues share practices that are successful and feel comfortable in the environment to do so. Team members then go back to their respective teams to report out information discussed, and involve team members in the work they are doing to continue the progress monitoring school wide.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

The culture of Beard is one in which it is safe to grow and practice what is learned. To accommodate the high number of diverse learners that are being enrolled at Beard with language needs, the entire staff was encouraged to obtain their ESL endorsements. Currently all staff members (with exception of 3 that are currently in the ESL program) have obtained their ESL endorsements. This allows Beard School to implement a special education model 3, where an endorsed ESL LBS1 teacher is with students, in addition to model 5, where bilingual assistants collaborate with teachers for student's educational progress.

On measures of collaborative teachers, the overall rating was 69% or "Strong." Teachers at Beard are very collaborative, focus on professional growth and are committed to the school. For collaborative practices, teachers ranked at 50% or "Neutral." For collective responsibility, teachers scored themselves at 58% or "Neutral." For the quality of professional development, teachers ranked this category at a 96% or "Very Strong." For both school commitment and Teacher to Teacher trust, a 71% or "Strong" rating was provided.

After analysis of our math data we saw that the school needed to focus on mathematics as a priority to increase math scores. We researched several math programs. A pilot of the program took place in three classrooms. Singapore Math was chosen as the program to best serve our student's needs. We set aside funding in the CIWP for math, and provided professional development on Singapore Math to introduce the program to the teachers, and teach them how to implement the program with fidelity. The specialist trainer in Singapore math was again brought in a few months later to follow up with teachers to provide additional support. Parents were provided with the opportunity to be trained by the same trainer in how to work with their children in math home, during a school evening event.

We piloted Orton Gillingham with two classroom teachers. After feedback and analyzing data that showed student success and academic gains in students reading, the ILT team decided to move forward with the program. Each year we have sent two teachers to a week long intensive training program for Orton Gillingham. Currently, all but 2 teachers in grades K-3 have gone to

the Orton Gillingham training. This training has helped to support Beard's mission of having all students learn how to read before they leave our program. Because of a high percentage of students on the autism spectrum, the second goal for Beard staff is to have a second mandatory training in "Structured Teaching, The TEACCH Method." Beard staff seeks to provide the most current and effective strategies to our students, therefore funding is aligned strategically to provide the resources for all staff to attend both trainings.

A google document has been shared with teachers to enter professional learning they attend, which includes scheduling of peer observations and learning walks taking place internally at the school. Learning walks and peer observations are scheduled throughout the school year which culminates with informal feedback to one another based upon teacher observations. Paraprofessionals also participate in peer observations. Surveys are emailed to the staff to get input on interests of future professional development that they feel is needed to support student achievement and diverse learners. The administration analyzes surveys at the end of the year to gauge teachers and paraprofessional interests related to improved instruction, instructional strategies, behavioral supports, disability training, and social/emotional learning. Resources are allocated accordingly.

All staff members at Beard are provided professional development throughout the year and on professional development days that are fully related to the instructional needs of the staff and students. A staff development plan is created based on input from staff members. Administration has reached out to resources available to us to provide staff with training relevant to our student's needs. This includes Orton Gillingham training, ESL endorsements, structured teaching training, CPI training, CPR training, QBS training, Autism Training, Assistive Tech Device Training, PECS training, Early childhood Training, DLM and SANDI training, NWEA training, Diabetes training, paraprofessional training, Network 1 training in literacy and math, Singapore math training, and other district sponsored training opportunities. Related service providers present topics at monthly parent meetings on their specialty topics. They share resources with our parents as well as sharing them on our school website. Staff also share many documents that support each other and students on the Google drive

Beard also has four teachers that represent the school at Network trainings four times a year in different grade bands. These teachers share with Beard staff what they have learned and also share materials received to improve instructional practices. During the REACH teacher evaluation process, teachers are provided with suggestions and opportunities to attend professional development. In addition, funding is set aside to provide all staff opportunities to attend any type of training throughout the year that is needed for our students.

Beard also has ABA Instructional therapists have been hired as collaborators and partners in providing our staff with training on how to write behavior plans and address inappropriate student behaviors. They work with staff on data collection and are available to conduct observations and meet with teams during the school day or on professional developments. They also provide training to all of our families on topics parents express interest in.

Every new teacher at Beard School is assigned a mentor teacher as is every paraprofessional. New teachers are encouraged to reach out to colleagues to assist with challenges they may have in the classrooms. Mentor and co-team members assist new teachers with classroom set up, instructional practices, utilizing supports, and management of materials. It was decided by the ILT that an agenda would be developed for every teacher that would be geared toward improved practices. There are four tasks each teacher is asked to complete during their principal directed prep. During the first week of the month, teams will meet together to discuss curriculum planning and incorporate REACH practices into their planning lessons. The second week is designated to learning walks or peer observations as professional development. Reflection sheets are handed into administration for review of bias statements, then shared with teachers that were observed. The third week is on data analysis, of SANDI growth targets, gold strategies targets, IEP benchmark data, and NWEA and classroom based assessments. The fourth week is designed for school excellence framework input and milestone development and progress monitoring. At the beginning of the year, it is to progress monitor the CIWP plan.

Beard is a teaching school and partners with many universities to bring student teachers into our classrooms. In any given year, we have up to 5 student teachers in our classrooms preparing them for their teaching license.

We provide coaching opportunities for learning, enable teachers to help one another, visit classrooms at teacher's requests for support, provide informal feedback and develop culture of trust for teachers that is an integral part of the school culture resulting in a strongly organized school on the My School, My Voice Survey.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 **3** 4

Beard aligns resources provided to us from ODLSS to support all of the goals indicated in the CIWP. We continue to struggle with having enough funding provided to us by CPS to support the programs that we would like to have for our students. Five classrooms were closed in the previous year, limiting our enrichment resources made available to students.

Every teacher uses the CPS Instructional Time Guidelines for instruction. All schedules are provided to administration, posted on doors, and shared in the google drive. Attention to minutes dedicated to academic subject areas is carefully monitored through observations both formal and informal, to ensure appropriate instruction is provided to students. Teachers only leave Beard if cuts are made or for retirement. Beard teachers rarely leave because of the supports and culture of success at the school. Teachers here are highly collaborative and demonstrate a high level of reflective thinking that is geared toward student adjustment of instructional practices. This includes working with administration to support resources that are aligned to student goals.

To ensure that there is shared leadership, the Beard staff (administration, teachers, paraprofessionals, and related service providers) in addition to parents have interviewed candidates for available positions in the past. The school has established protocols of interview questioning and procedures for all candidates wanting a position at Beard School.

On the google drive and our website, the school has a list of community organizations that partner with us to improve the school. A list of what the organization has provided us is available, along with thank you letters to some of groups for their large donations. We have partnered this year with the Alderman's Office in providing our community a Health and Wellness Resource Fair with over 25 vendors participating in November. Other

Yoga provided by Erin Hoddack, Fun Fitness with Jessica Hueur and Doug Lavelle, Young Athletes Special Olympics, Annual NPN Developmental Differences Resource Fair, Usborne Books, Keen Chicago, Horace Mann with Michelle and David Hernandez, Partners In Play with Edison Gifted Regional School, Recess Buddies with Garvy School, Select Screen Prints and Embroidery, DBA Mytees2, Church of Christ, First Book, Emerald City, Trumpet Behavioral Health, Lakeshore Hospital, KGMD, Letters to Santa, Vines, Mariano's
The Toy King, Kohl's Children Museum through Early Childhood Connections, Lincoln Park Zoo, Children's Theater Red Kite, Girl Scouts
Boy Scouts, NEIU, student teaching, DePaul University, student teaching, Northwestern University, student teaching, Loyola University, student teaching, National Lewis, student teaching, University of Illinois, student teaching, Illinois State University student teaching, Duff's Hot Dogs, Chicago Children's Museum Navy Pier, Bethany Baptist Church, Lekotek, Family Resource Center on Disabilities, Smart Love,
New York Met Life Insurance, Kids on the Grow, Illinois School of Professional Psychology, Whole Kids Edible School Yard Project, State Representative Robert Martwick's Office, Alderman John Arena's Office, State Senator Mulroe's Office, Certified Nature Explore Classroom, Office of the City Clerk, Donor's Choose, Chicago Pediatric Therapy & Wellness Center, LLC. The majority of our partnerships address our students social emotional learning and look for ways to support that growth and development.

Beard's rating for using strategic source vendors is high which maximizes on the efficiency of established contracts within CPS.

Every instructional program is researched by the curriculum team or ILT before materials are purchased. Pilot programs are done to ensure the programs are appropriate for the students. We review all online subscriptions yearly to access if they are still appropriate. After reviewing two subscriptions this year, we have discontinued Tumble Readers and Compass Learning. Strategic source vendors are used first for programs. Teachers at Beard apply for various grants. Teachers have been awarded Donor's Choose Grants, Chicago Foundation for Education Grants, Kohl's, and Red Kite Theater Grants. Teachers write these grants based off data, observations of students and student interests.

Teachers are certified in their content area and highly qualified. Related service providers push into classrooms and run centers when appropriate. Administration does consider teacher's and student's learning styles and strengths/weaknesses when assigning students to classrooms. At Beard, we hold resources fairs, school wide events, garden day activities and partner with many organizations.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.

- Effectively utilize Related Service Providers at the classroom level.
- Use data including teacher evaluations and exit interviews to inform a retention strategy.
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- Make outreach efforts to engage community members as partners and resources.
- Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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.

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IEP goals, lesson and unit plans are aligned to age appropriate Common Core Standards. New curriculums, as decided upon by the curriculum review committee, were selected for both Reading and Math in the past two years. The Wonders Reading curriculum and Singapore Math curriculum, were both selected by a team of parents and staff to be the most appropriate curriculums for students at Beard. Goals on IEP's are modified for all of our students' current level of functioning. Online resources are available to all teachers at every grade level, K-3, allowing for individualized instruction of every child. Teachers with these resources can design content rich thematic units that incorporate all disciplines and many different learning modalities. IEP goal support programs, SANDI and Goal Finder, are utilized in determining appropriate IEP goals aligned to the common core state standards. REACH performance tasks are differentiated for every student so that it is aligned to the standards and can assess students appropriately. Teams work very closely together to progress monitor student mastery and pacing of lessons.

Software programs that offer a wide range of practice in developing skill sets include: ABC Mouse, ABCya, Actively Learn, A Maths Dictionary for Kids, BeardES Library, Board Maker Studio, BookFLIX, Brain Pop Jr., Common Sense, Enchanted Learning, ENVISION, FunBrain, Goalbook, Handwriting Without Tears, Have Fun Teaching, Khan Academy, Learning Games for Kids, National Library of Manipulatives, News-2-You, PBS Kids, RAZ Kids, Reading A-Z, Rewordify, Safari Montage, Starfall, Symbolstix, Talking Calculator, Text Compactor, Unique Learning Systems, Wonders, and Zing.

The Early Childhood classrooms align their units to Teaching Strategies Gold assessment tool. Teachers collaborate in team meetings and develop unit plans that are appropriately modified for all Preschool children. Unit plans for the Creative Curriculum are created in consultation with the whole early childhood team, and include differentiation based upon student learning goals. Upon exiting of the program, Early Childhood Outcomes exit assessment is used to determine the success of the curriculum before the student ages out of the program.

Both programs have teams that have developed comprehensive unit / lesson plans along with differentiated assessments aligned to the common core standards. Student centered grouping with small student to adult ratios is the primary instructional strategy used at Beard. Whole group instruction is utilized minimally, and when new concepts are being introduced.

Formative data is analyzed and progress monitored through IEP data collection sheets, benchmark progress reports, curriculum based assessments, related service provider progress notes, teacher and paraprofessional observations, SANDI assessments, REACH performance tasks, and student work samples once a month at team meetings. Based on the needs of our students, cross curricular integration provides opportunities for learning to go in-depth and is adjusted for students needing additional support.

All teachers K-3 have an LBS1 endorsement along with the majority of staff having ESL endorsements. All teachers in preschool are appropriately endorsed with their ESL endorsements that provide additional supports to students that speak different languages. Beard has over 17 different languages spoken, and works to provide students with books in different languages. All lesson plans have evidence of the WIDA standards being used. We have bilingual paraprofessional support available for students. We encourage our staff and students to speak in their home language. By doing this, we build a better connection with our students and parents.

Teams have an ILT created and designated task chart related to student instructional improvement which includes, learning walks, peer observations, progress monitoring, REACH collaborations and discussions, data analysis, and team planning.

Staff has increased the learning expectations of students by exposing them to grade level material in all content areas. This is integrated with social and emotional behavioral learning supports provided by additional staff in the classroom. Student centers address IEP goals daily, along with instruction that is individualized. Flexibility grouping is based on assessment data and student skill levels for all academic subject areas.

Students are exposed to a variety and complexity of text across all content areas. Reading equitably focuses texts that are shared between fiction and non-fiction. Students have access to grade level curriculum in the classroom and through texts and online resources. The curriculums include a variety of genres and are indicated on teacher unit plans.

Teachers write IEP goals to challenge student's learning. Goals are progressively made harder as previous ones are met. Goals are written based on grade level standards and then modified to be challenging. Centers and flexible grouping are across all classrooms. Walking reading and math are utilized in some of our classrooms. Parents are informed of Options for Knowledge programs.

Beard strongly believes in the integration of life learning experiences and integrating it with instruction. All students attend at least 4 school wide field trips to build upon prior knowledge of life experiences. Community based field trips to neighborhood stores and fire stations have also been included in the instructional teaching of students.

We would like to focus on Next Generation Science Standards and Social Studies next year, even though we use Unique Learning for our students.

Beard integrates academic and social emotional learning by using social stories, positive reinforcement, reward systems and class dojo. We currently are working on developing a common behavior language expectation of all students. We currently partner with Hubbard Street Dance, Merit School of Music, Edison Park Gifted School, Horace Mann Insurance Company, Alderman Arena, State Senator John Mulroe, State Senator Robert Martwick, Special Olympics Illinois and Red Kite Theater.

Two new curriculums that are grade level and common core standard aligned are being used for all students K-3. All staff area using goal book to write individual goals for students that is based on the standards and their grade levels. Staff are using SANDI to narrow down areas of student needs and targeting growth with expected gains. Goals are being revised if students are exceeding. Target growth goals are progressed monitored and adjusted if met. The Beard grading scale has been revised and approved to provide our students with opportunities to be successful given the parameters set forth for other students. Existing enrichment activities, such as Dance and Music, on top of Art and PE have been very beneficial in articulating that we believe in a rigorous and enriching environment for our students.

Beard needs to focus on bringing a new Next Generation Science Aligned curriculum to the school, when funding is provided to us.

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&rcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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Beard teachers have expertise in scaffolding and differentiating instruction for all students based upon learner needs. Lesson plans demonstrate evidence of flexible grouping, alignment to common core state standards, and address EL WIDA standards. Student work is also differentiated to address every student's learning styles. The presentation of instructional materials is done through visuals, auditory, kinesthetic, and tactile delivery. Materials are selected by grade level and is modified for student learner needs.

Teachers and related service providers intentionally plan for adaptive tools to be used in conjunction with the instructional materials. Students have technological support, talking devices, PECS, low tech devices, touch screens, writing utensils, adaptive paper and scissors, interactive Promethean boards, highlighted text, centers with boxes, sensory bins, and apps purchased from the icloud that are differentiated to address individual student needs.

Instructional materials are made available to all students. Because of the many donor chose grants written, teachers have amassed a large quantity of resources that have been made available to all students. Teachers model effective use of various materials and is evidenced through REACH observations.

Materials can be located throughout the school in classrooms, the library, IEP conference room, resource classrooms, related service provider offices, google drive, the opening bulletin, knowledge center, and the teacher copy room. In these rooms we have leveled readers, books, Wonders curriculum resources, Singapore math curriculum, envision math and science support resources, assessment tools, fiction and nonfiction text, games, goal bins, writing tools and teacher resources.

All teachers modify the curriculum for their students and use Goal Finder to obtain goals that differentiates the grade level standard for three cognitive levels. Our teachers do this with all of our instructional materials and in addition, provide three different delivery strategies for teaching the levels of activities to all of our students. If students are still challenged, then a highlighter is used. If that is still too challenging, then hand over hand assistance is used continually until evidence of independent task completion is developed.

This include tools and supports on Augmentative communication devices, picture exchange communication systems, eye gaze devices, writing tools, advance individual assistive tech devices, handwriting without tears, keyboarding without tears, and access to many paid software programs students have access to.

Orton Gillingham strategies allow teachers to utilize multi-sensory approaches across all of the content areas with targeted strategies for helping students to learn and retain the information. This program is evidence research based and develops children into readers. Based upon IEP goals and student outcomes instructional materials are purchased to support learners. Technology integration plan from the past three years has been completed. All students in all classrooms and have Promethean Boards, ipads, and computer desk tops. Computers have special screens and headphones to accommodate for student support needs. Instructional materials can be utilized through technology devices to engage students especially through the Promethean Boards.

In the five essentials survey, teachers feel that they are strongly supported with curriculum materials. Teachers also feel highly supported in attending professional developments that train them on how to utilize resources and instructional materials that lead to student learning and engagement.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Beard uses the quality indicators of success in the development of most of our classrooms. UDL strategies to develop a culture of learning include providing multiple means of representation, engagement, action and expression. Information is offered to students through visual, auditory, tactile, and kinesthetic supports. Methods for varying the response and navigation of instruction is personalized for every student. Students are given optimal access to tools and technologies that improve their ability to learn. Multiple forms of media and tools are utilized for instruction. Individual student choice reinforces goals being reached, with a decrease in undesirable behaviors.

Best evidence based practices used at Beard include, prompting, antecedent-based interventions, time delays, reinforcement, task analysis, discrete trial training, functional behavior analysis, functional communication training, response interruption/redirection, structured work systems, self-management, social narratives, pivotal response training, visual supports, social skills training groups, speech generating devices, computer aided instruction, picture exchange communication and extinction. We provide rigorous tasks for all of our students at Beard. Teachers modify tasks using the Common Core Standards and general education curriculum. The curriculums are modified to individual student levels and for the needs of our students. Teachers have implemented student centers and walking reading and math programs to ensure that students are challenged. Paraprofessionals are trained in the curriculums by teachers and included in professional development by curriculum experts.

Teachers use Universal Design for Learning (UDL) model for lesson and unit plan writing. Teachers apply the Multiple Intelligences Theory to the development of tasks and IEP goals. Lesson and unit plans include a wide range of pedagogical approaches that will be used with the students. Learning objectives are stated in student outcomes. Objectives are based on the Common Core Standards and the student's chronological age level. Tasks are modified to be appropriately and developmentally challenging for the students. The Wonders, Interactive Science and Unique Learning Curriculums allow students access to varied online grade level content. The curriculums engage students through several different modalities. Lesson and unit plans are designed for the individual student and ensure that their personal mode of communication is used. Teachers' plans show a variety of ways for students to express themselves. Teachers and related service providers use social stories and role playing to encourage perseverance and practice of targeted skills. We pair students with peers to support social and academic modeling. Tasks have multiple standards which include pairing of academic, social emotional and independent functioning goals together. Centers, games, daily calendar, cooking programs, class dojo, work for cards, and individual schedules include tasks that work on multiple standards. The diverse learners rubric of quality indicators is used as a measurement of rigorous student tasks.

Our teachers create a culture of learning by scaffolding strategies to teach them independence. Structured TEACCHing is used with our students to promote meaning and independence with our students with Autism. Behavior charts are used to teach the students how to self-monitor their own behavior. Students are able to choose what they want to work for through the use of choice boards and "working for" cards. Class Dojo has been implemented in 1st-3rd grade classrooms to encourage self-reflection in our students. Class Dojo also helps the students learn to accept critique by the teacher.

Our student's IEP goals are written to be meaningful and measurable, and is highly differentiated per every child. Teachers analyze NWEA, SANDI, curriculum based assessments and individualized data collection to write challenging and attainable goals. IEP goals are integrated into the curriculum and lesson plans reflect individual student's IEP goals. Teachers use backward planning to align daily lessons and units to student IEP goals.

Tasks reflect key shifts in literacy by using concrete vocabulary whenever possible for students instead of abstract language. We meet the needs of our diverse learners by scaffolding close reading lessons. Teachers also use graphic organizers, picture walks, and a high level of visuals so our students are exposed to grade level material and tasks. Vocabulary is taught across all disciplines. Information texts are used to work on reading in science, social studies and math. We allow students to demonstrate comprehension verbally, in written form, by using AC devices, picture exchange, sign language, eye gaze or gestures.

Mathematics tasks are aligned to the Common Core Standards and Illinois Early Learning Standards. All preschool classrooms use Teaching Strategies Gold. Singapore Math and Touch Math are used in K-3rd grade classrooms. Singapore Math accepts multiple ways of solving the same problem. Students are exposed to all grade level materials. Teachers use observational data, curriculum based assessments, NWEA and SANDI data to plan lessons and develop IEP goals.

Teachers meet in grade level team meetings and analyze student work samples. Student portfolios are collected throughout the school year and shared with parents during Parent/Teacher Conferences and at annual IEP meetings. IEP teams meet and evaluate annually the least restrictive environment.

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](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	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

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Beard School is a Tier 3 school, in which the majority of K-3rd grade students have been placed here due to the specialized programming we provide for students. Most students at Beard are here because they require a tremendous amount of social emotional supports. Staff at Beard specialize in teaching student's self-management and helping them to understand how to self-regulate with specific strategies. The crux of our social emotional learning curriculum is on relationship building, self-awareness and responsible decision making. We are going to be working on developing a PBIS program in the next school year that is aligned to our CIWP and has data to support the SEL growth on the SANDI. If funding allows, we are also currently looking into purchasing the "Catalyst" behavior tracking tool. This tool will give us powerful information about behavior trends and allow us to demonstrate school wide uniform trends that show our successes. Another goal of ours is to do reverse MTSS in which we work with students requiring significant supports to fading away supports that will lead to student independence, within Tiers 1 and 2. This year there are up to 10 students in a classroom requiring early intervention supports both academically and behaviorally. Programmatically, there should be no more than 8 students in an intensive Tier 3 support classroom. With 3 paraprofessionals, it is however manageable.

Universal Designs for Learning (UDL) guidelines are implemented to provide tiered interventions, strategies and supports. All instruction, both behaviorally and academically is presented through multiple means of representation, action, expression and engagement. We offer students many ways of learning information through audio, visual, kinesthetic and tactile approaches. Our goals are to have students develop the ability to self-regulate and operate with improved executive functioning.

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for success. Every week, related service providers also meet with one another to collaborate on student progress as well as plan coherency within lessons. A high level of collaboration exists between staff members that are here to support students. Classroom teachers use the following forms of data to make instructional decisions or adjustments to IEP's. Other forms of data include the SANDI assessment, performance tasks, Class DOJO, Home Language Survey, Early Childhood Outcomes, Alternate ACCESS scores, My School, My Voice Survey, Dynamic Learning Maps (DLM) for 3rd grade students, Student IEP's, IEP Benchmark Progress Reports, Report Cards, 5 week progress reports, Teacher Growth Target Reports, NWEA assessments, Teaching Strategies Gold Standards for Pre K, Attendance reports, DASHBOARD reports, SS Grin data, Partners in Play data, Curriculum Based Assessments, Homework, Quizzes, Tests, Performance Based Projects, ESY report cards, and Behavior plans.

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To prepare our preschool and 3rd grade students and parents for graduation from Beard School, Beard staff members work diligently with our parents and students to have a successful transition to their next school. All parents are invited to attend a parent transition meeting in March where they will be given information on the transition plan Beard will be implementing. This meeting is designed to go over the details and steps Beard School will take in helping families transition over to the next school. At this meeting staff discuss with parents the Beard School Transition Plan, the School Assignment process, the Liaison Connection Phase, the social story implementation phase, and the communication passport. It is then followed by a parent personal story, then concluded with a question and answer session. We have partnered with the office of Diverse learners, and will have representatives from School Assignment and Nonpublic Sector schools to address and answer any questions regarding services they can offer. School assignment notifies parents of where their child will be attending by late April. The transition coordinators act as counselors to families and help them by going with them to the newly assigned schools.

Beard School goes from preschool to 3rd grade. Before the end of 3rd grade, the IEP team has to decide what school students will go to next. Much thought goes into the decisions about which setting is the most appropriate for the student, so that we are placing students in the least restrictive environment. At each 3rd grade and intensive support preschool IEP meeting, the IEP team makes a team decision to return a student back to their home school, based upon teacher data, student progress, psychologist input, parent feedback and other related service provider feedback on the student's progress. The decision of the next school setting the student will be most successful in, is discussed at this meeting. Information that is finalized is sent to School Assignment to be processed for a school placement.

Beard has four instructional half day Pre-K programs that service students without and with special needs requiring additional supports. In addition to our specialty programs, we also have a very large preschool program comprised of one "Ready to Learn" preschool, one blended preschool and two preschool for students requiring intensive supports.

At the end of every IEP meeting, the decision for ESY eligibility is made providing additional supports to every child if they are not making expected gains. Students that qualify for ESY have their academic and social and emotional data measured before, during and after break. If students need more than 6 weeks to recoup losses made in school, then they qualify for ESY. Summer curriculum is based upon IEP goals that were indicated on the IEP's. Goals are designed to meet social emotional skills, academics and are integrated within the Unique Learning Systems curriculum. Students attend ESY for the following three reasons. Attending ESY because of Regression or Recoupment (losing skills and time it takes to get skills back). Students are out of school for 6 weeks so when we look at their IEP goals – for example sorting colors; we have to ask ourselves, "How long would it take him to get his skills back when they return back to school?" Teacher has to take data to show how long student took to recoup back the skills. Teacher looks at two options and selects the one that best defines the student. The first is "If the student can learn / recoup his skills in less than 6 weeks, he doesn't need ESY and therefore would not qualify for ESY." The second is "if the student does take 6 weeks to get back the skills, then they qualify for ESY."

Attending ESY for Critical Skills – majority of our students fall in this category. You look at the students IEP goals in June. Think

about how close they are to getting to their goal. If they don't go back to school, they would not reach their benchmark in November. For example, they are about to start reading, without continued reinforcement they may not attain reading skills, so therefore they qualify for ESY. Can also be for behavior. In theory if the same circumstances are kept in place, student would continue to thrive. However with the dynamics of different staff, rooms, number of students in a classroom, and times, the reality is that there are many changes.

Attending ESY for Special Circumstances. This would be good for a student that has missed over 60 days of school and would benefit from the continued instruction throughout the summer.

Most students continue to receive services from an ESL teacher and or bilingual aide. Based on the way the ACCESS is setup for diverse learners, our students will always continue to receive services and cannot graduate from the program.

Beard contracts 3rd party programming and organizations to come in during school hours to provide enrichment opportunities including yoga, dance, Red Kite, and music. In addition, many teachers have utilized community helpers in the neighborhood to come speak to their classrooms. (firefighters for example).

Parents are encouraged to attend monthly parent meetings. They are also notified of any outside programs that are made available to students through email and constant contact messaging.

Most students have social emotional and independent functioning goals. These goals are worked on in the classroom, with our social worker and school psychologist. Most IEP's have behavior plans set in place. Most classrooms have both a class-wide and individual behavior system in place. Current trends include Class Dojo, stoplight, and working for cards.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Beard School remains focused on student achievement results at all times. During the 2014-2015 school year, ODLSS purchased the SANDI assessment tool for all students, K-3 with significant disabilities. The SANDI is a formative assessment tool that provides a view of where the student's current level is at and allows the assessment to be differentiated for every student. Every teacher assumes shared accountability for their own students by developing and analyzing their student's growth target reports. School wide goal is to maintain 25% growth for all students in a given year in both Reading and Math. The curriculum is significantly modified for students however all students are provided instruction at grade level. Staff utilize classroom data charts and individualized IEP progress data collection assessment tools to progress monitor benchmarks and successes that will lead to school wide growth, as well as individualized student growth. All related service providers assess students with their field specific diagnostic tools.

The SANDI results must be progressed monitored from September to June to have the most valid results. Comparing Spring results to Fall results is not valid due to two significant reasons. The first is that that all of the 3rd graders from the previous year, no longer attend Beard, therefore the averages will affect the following year's average. The second reason is that new Kindergarten students are added to the rosters in the fall, with very different needs that have not been assessed before. It would require a full year's data trend analysis to determine what gains have been made school wide. The SANDI assessment tools are designed to measure individual student growth.

Diverse learners not receiving services over the summer can sometimes demonstrate significant regression in skills learned. The regression of students at the end of summer to the fall, is the main reason why students attend ESY summer programs, as the data clearly indicates that students have lost critical skills learned throughout the year.

Once instruction starts daily in the fall, the expectation is for an increase in % growth for every child, within a calendar school year.

Fall 2014 – Spring 2015 (same school year)
 Fall to Spring Reading school average % growth: 19.89%
 Fall to Spring Math school average % growth: 26.57%
 Fall to Spring Total Reading and Math school % growth average: 23.23%

Student gains occurred for all students ranging from the highest score of 376 to the lowest score of 14 in Reading.
 Student gains occurred for all students ranging from the highest score of 305 to the lowest score of 3 in Math.

Spring 2015 – Fall 2015 (different school year)
 Reading Spring 2015 to Reading Fall 2015 school % average: -16.25%
 Math Spring 2015 to Math Fall 2015 school % average: -26%
 Reading and Math Total Spring 2015 to Reading and Math Total Fall 2015 school % average: -19%

Gains occurred for all students ranging from the highest score of 352 to the lowest score of 14 in Reading.
 Gains occurred for all students ranging from the highest score of 271 to the lowest score of 3 in Math.

Beard teachers plan a range of pedagogical approaches suitable to student learning in content areas by anticipating student misconceptions. Feedback is provided to all staff members through post conferences that will lead to reflection and consideration of new ideas to implement regarding UDL practices. During REACH observations, it is clearly observed that teachers communicate objectives, directions, and procedures repeatedly using prompts as needed. Teachers create three different lessons for all the students in their classroom to differentiate the learning and anticipate possible student misunderstandings. Instructional strategies used include student centered grouping and whole group instruction. With a 3 to 4 adult to 3 student ratio, instruction is provided in small groups and rotated from one grouping to the next. This increases the amount of one on one instructional time with individual students, targeting instruction. Discussion as to why groupings happen take place at pre conferences.

Paraprofessionals receive the same training as teachers and teach/challenge students based upon their needs and IEP goals. Flexible grouping allows students to learn at their own pace and work in teams with other students to model or support peer learning. Developing language skills and pairing students to learn from one another is the model used in most classrooms. Picture exchange communication systems, augmentative and assistive tech devices enable students to use appropriate vocabulary at their age and development levels. All teachers at Beard eventually receive Orton Gillingham and Structured TEACHH methodology training to utilize with their students depending on their needs.

Once a month, Beard School teachers go on learning walks or peer observations. This data is then shared with other teachers and is utilized as a practice to reflect upon practices used and their impacts. REACH observations allows administrators to review with teacher's good instructional practices and the opportunities to see them implemented in the classroom. Team meetings also allows staff and administrators to have fluent conversations around what is ambitious instruction for our students. Every week teachers hand in lesson plans that is aligned to common core state and WIDA standards. To support the learning environment administrators, align financial resources to ensure that teachers have the tools they need.

Teachers use questioning and discussion techniques to build student understanding and challenge their learning. Through REACH observations, it is evident that teachers use a variety of low and high level questions that students are able to answer. I consistently challenge teachers to ask students higher level questions and give them time to respond. IEP goals are set with many opportunities for students to reach and exceed goals. The Beard School grading system is aligned to the report card. An A means exceeding goals, a B means meeting goals, a C means making progress towards goals, a D means not making progress towards goals, and an F is not meeting goals due to excessive absences. If a student is not meeting goals, then it is necessary to revisit the IEP and change the goals so that they can be attainable successfully by the student.

Students are grouped according to instructional learning levels and behavioral supports that are most similar, although all of our students have very different types of disabilities. Teachers utilize the SANDI assessment tool to develop baseline data, then target challenging levels on the assessment that are reachable and attainable. Since the majority of students at Beard have limited verbal communication skills, that always remains a priority for the school. Speech therapists work closely with teachers through a push in classroom model. They collaborate highly with teachers to provide services to students creating many opportunities to increase communication skills. Beard also has a preschool partner in play program, where students from an intensive support room are taken into a Ready to Learn program, and focus on play and interaction skills with other students.

Students are engaged in the learning process through a variety of learning modalities. Teachers scaffold instruction so that all students are provided access to their grade level curriculums with modifications as needed. The Wonders curriculum provides students with leveled readers that can be adjusted based on student's learning needs. The Singapore Math program primarily uses manipulatives to teach fundamental concepts that is highly engaging to students. Flexibility grouping allows students to have instruction in small groups. Instruction is provided by all paraprofessionals in the class, which provide students additional one on one time with adults.

To address EL learners, translated words within the classroom can be found. The PECS that the students use are evident in all classrooms and throughout the school. Currently we are working to purchase more books in home languages so that it can be used in class during instruction to support with the curriculums being used. They are used to communicate with students and engage students in instruction. Orton Gillingham reading strategies are being used as a multi-sensory approach to teaching reading acquisition. Teachers utilize common core unit plans to build understand and mastery of skills as indicated on student IEP's. Teachers scaffold instruction to ensure all students have access to complex texts as determined appropriate per the IEP.

Students are provided with targeted supports based upon their individual and identified needs. Many students at Beard have behavioral plans that target undesired behaviors. Once behaviors that limit learning desist, focus then is targeted on academics.

Teachers build into their lessons, constant checks for understanding. Error-less learning is used at Beard to teach students. When student feedback is not desired, prompting is used to obtain the desired answers or responses. Over time, students learn to generalize from one skill set to the next, gradually developing independence and problem solving skills. IEP benchmark progress monitoring of goals occurs at least twice a week, in which members of all teams analyze data. Instructional adjustments, which includes flexibility groupings, is analyzed at this time. The universal assessment tool SANDI allows for teachers to determine and select next IEP goals while measuring student successes. Related service providers in Speech, Occupational Therapy, Social Work, Psychology, Physical Therapy, and Nursing also have universal assessment tools in which students are evaluated. This team collaborates with teachers on helping them to provide therapy supports in the classroom throughout the whole school day. Teachers and paraprofessionals meet daily to plan instructional goals for every student that allow all students to meet IEP goals.

Many of the students placed at Beard are placed here because of the need for additional supports and instruction in social and emotional learning. Because of this need, Beard School has developed a variety of programs that serve as an intervention for our students. We have developed different organized forms of partnership play programs for different groups of students. Goals for these programs include regulating ones emotions and behaviors, establishing and sustaining positive relationships, and participating cooperatively and constructively in group situations. For students in 3rd grade, to assist with transitioning back to home schools or cluster programs, we have 6th grade students from Edison Gifted Regional School come in and play/work with our students. It is called "Partners in Play," or PIP. 4th grade students from Oriole Park School have also come to Beard to work on social projects with all of our students. Garvey School has walked over to our school, their 3rd grade students to have lunch and recess with our students in a program called "Recess Buddies." This program was featured on CPS's schools in the news.

For our preschool students, we have two unique programs designed as social emotional intervention programs. The first is called "Preschool Partners in Play," or preschool PIP. This program has the counselor taking a small group of students from our intensive supports preschool program and bringing them into general education Ready to Learn preschool program to teach students how to establish and sustain positive relationships. The other preschool program we have is called "SS Grin," and this program is for students in our general education "Ready to Learn" preschool program. S.S. GRIN is a social skills program that is designed to help children who have peer relationship difficulties learn basic social and cognitive skills. The goals are to enhance

the quality of their social relationships, their confidence in dealing with social situations, and their social behavior. S.S.GRIN emphasizes the cognitive aspects of relationships and emotions, instead of focusing solely on social behaviors.

This year we have also introduced the "Sit, Stay and Read" dog therapy program and have started a partnership in which students work with teams of dogs to enhance their reading and learning skills. Because this program is designed around supporting academic and social emotional learning needs, it's a perfect match for Beard's vision and mission.

Lastly, all of our teachers have access to an ABA behavior consultant that Beard School has hired. We work with Instructional ABA consultants to help us devise and develop detailed behavior plans that are targeted for students requiring intensive supports. Referrals to our consultant are obtained through our schools' counselor.

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	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Score

1 2 3 4

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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Beard staff communicates with parents on a daily basis through the Home-School Communication binder. Progress reports are consistently sent home, as well as kept in the student file. Each month, there are Monthly Parent Support Groups that are sponsored by our related service providers. There was a request to have our Parent Resource Guide updated, and that was accomplished this year. The principal offers parents the opportunity to come in and talk with her during "Coffee Chat with the Principal" to discuss intervention strategies. Parents are gauged through surveys and questionnaires regarding interventions provided to them and their children.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1 2 3 4

Beard School is a Tier 3 school, in which the majority of K-3rd grade students have been placed here due to the specialized programming we provide for students. Our goal is to do reverse MTSS in which we work with students requiring significant supports to fading away supports that will lead to student independence, within Tier 1 and Tier 2 ranges. This year there are up to 10 students in a classroom requiring early intervention supports both academically and behaviorally. Programmatically, there should be no more than 8 students in an intensive Tier 3 support classroom. With 3 paraprofessionals, it is however manageable.

Universal Designs for Learning (UDL) guidelines are implemented to provide tiered interventions, strategies and supports. All instruction, both behaviorally and academically is presented through multiple means of representation, action, expression and engagement. We offer students many ways of learning information through audio, visual, kinesthetic and tactile approaches. Our goals are to have students develop the ability to self-regulate and operate with improved executive functioning.

All curriculums are adjusted to support student learning at an individualized learning level. Teachers differentiate school work based on student IEP goals. Even as instruction is being provided, intervention is provided in a timely manner for students that are struggling. Because many students start off at Beard with inappropriate behaviors. The Social Worker uses a battery of assessments to determine interventions such as Social Developmental Assessments, Strengths and Difficulties Questionnaire (social skills assessment) BASC, ADOS, and GARS. Many early childhood students start off at Beard due to Speech Impairments which are assessed through PLS-5, CASL, OWLS-2, GFTA, CELF, Rosetti, and Functional Language Profile assessments. The psychologist uses the WISC-IV, SB:5, WPPSI-IV for cognitive assessments. Occupational Therapists use the following assessment tools to determine their plans of action through the VMI, the sensory profile, the Peabody, Sensory Processing Measure, and School Function Assessment.

Teachers meet weekly with related service providers at grade level team meetings to discuss student progress and devise plans for success. Every week, related service providers also meet with one another to collaborate on student progress as well as plan coherency within lessons. A high level of collaboration exists between staff members that are here to support students. Classroom teachers use the following forms of data to make instructional decisions or adjustments to IEP's. Other forms of data include the SANDI assessment, performance tasks, Class DOJO, Home Language Survey, Early Childhood Outcomes, Alternate ACCESS scores, My School, My Voice Survey, Dynamic Learning Maps (DLM) for 3rd grade students, Student IEP's, IEP Benchmark Progress Reports, Report Cards, 5 week progress reports, Teacher Growth Target Reports, NWEA assessments, Teaching Strategies Gold Standards for Pre K, Attendance reports, DASHBOARD reports, SS Grin data, Partners in Play data, Curriculum Based Assessments, Homework, Quizzes, Tests, Performance Based Projects, ESY report cards, and Behavior plans.

Learning environments are customized to support our students learning through visual supports, color charts, work for cards, visual schedules, daily binders, individualized learning plans and IEP's. Students track their success through class dojo and earn incentive rewards of their choice when accomplishing academic tasks successfully. REACH observations are utilized to determine response to interventions. Software programs are purchased that allow students to work at their own pace and own learning levels. Teachers perform up to date student profiles to complete IEP's. Analysis is taken from daily assessment data collection tools to build student profiles that determine strengths, needs, motivations, likes, dislikes and outlines a plan that will be geared to student mastery of skill sets.

Universal supports are provided to all students to prevent them from failing and absenteeism. To keep students on track, student awards are provided for attendance and academic success. Data collection takes place on a regular basis where teachers and paraprofessionals track student work. Instructional adjustments are made based upon data analyzed. Work for cards allow students choice in what motivates them to complete work and behave appropriately. Beard has an adapted grading system approved by CPS to fit and match IEP progress goals. Parents sign attendance contracts at the beginning of the year, and 10 day letters are sent home to chronic truants. If patterns develop, staff meets with the family to develop an attendance intervention plan. Teachers must develop an academic intervention plan with parents if a grade lower than a C is going to be given to a student. Intervention plans along with significant modifications and accommodations are provided to students until mastery of skill set is accomplished.

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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	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

At Beard we have created a culture that reflects a shared belief that all students can, and will achieve. Because Beard School is a specialty school, we are characterized by the SEL supports we provide for all students as part of their learning plan. The program is designed to train teachers in utilizing effective teaching strategies that are regularly adjusted to challenge student learning. Beard has two significant programs, Diverse Learners K-3 and an Early Childhood Program that provides instruction to all learners. For the K-3 program, GoalFinder is a program aligned to national common core standards that is utilized to develop strong IEP goals at grade level that is differentiated to fit student individual learning styles. SANDI goals are integrated as a measurement tool for assessment and instructional adjustment twice a year. The entire staff believes that the students can reach all of their goals and work with families to ensure that this happens. For the Early Childhood program, the Teaching Strategies GOLD assessments are analyzed at great length for planning of targeted instruction.

UDL strategies to develop a culture of learning include providing multiple means of representation, engagement, action and expression. Information is offered to students through visual, auditory, tactile, and kinesthetic supports. Methods for varying the response and navigation of instruction is personalized for every student. Students are given optimal access to tools and technologies that improve their ability to learn. Multiple forms of media and tools are utilized for instruction. Individual student choice reinforces goals being reached, with a decrease in undesirable behaviors.

Best evidence based practices used at Beard include, prompting, antecedent-based interventions, time delays, reinforcement, task analysis, discrete trial training, functional behavior analysis, functional communication training, response interruption/redirection, structured work systems, self-management, social narratives, pivotal response training, visual supports, social skills training groups, speech generating devices, computer aided instruction, picture exchange communication and extinction.

Best practices include a strong collaboration between the teachers, paraprofessionals, and related service providers reinforcing same strategies during groups and IEP goals and behavior plans. Teams meet once a week on Tuesday.

At Beard, we convey high learning expectations for all our students by developing structures that enable practice and perseverance for each individual student. Administration continues to advocate for small class size to allow for small group instruction. Given our diverse population of abilities and languages, each classroom has class specific expectations. Students are expected to learn how to read, perform mathematical functions, communicate through a planned means, and self-manage functional living skills. School wide expectations is displayed through our school's mission and vision, through teacher REACH observations, and through weekly analysis of data collected on all of our students. All teachers have access to grade level curriculum and differentiate lessons and unit plans so that they challenge students. SANDI goals are selected based upon projected growth targets. Student IEP goals are revised once reached to be more challenging and are meant to build upon the previous mastery.

Students are recognized for their achievements through the attendance newsletter, awards ceremonies, daily and consistent positive praise, classroom DOJO, use of token economy, self-selected choice activity from a menu board of preferred items, movie night, communication written in the student home-school communication binder, incentives, assignment of classroom jobs, positive phone calls home, tangible rewards, reward certificates, medallions, trophies, student of the month board and posted student of the month group shots, quarterly attendance awards and incentives, gift cards and certificates. There also is an attendance board in lunchroom, in which all student names are published. Students feel safe to have access to "need break cards" in which they are taught to self-manage their feelings and be provide a safe place to share their struggles.

Teachers and staff work with staff to build independent functioning skills during instruction. Teachers work with students to stay on task and persevere through challenging work tasks, while getting frustrated. To do this, students start off daily with fresh points, staff use positive language or very little language for teaching, have high expectations that work can be done by the student, provide students with daily incentives to keep on task, offer peer/staff modeling or peer models when appropriate, provide student frequent and formative feedback, individualized IEP goals and FBA/BIP, encourage students to take ownership and pride in work, congratulate and high five students for work well done, follow a PBIS system of red, yellow, and green. Teachers share objectives before every lesson and work with students do not give up, even when they get frustrated. The persistence that teachers show students, helps them to attend to tasks for longer periods over time. Student work is displayed on classroom doors, in the hallway, and on bulletin boards throughout the building. A strong sense of student belonging is created and upheld with all classrooms. Praise and effort for the process of students persevering is held important.

At every IEP meeting, the student's LRE is reviewed, and team placement options are made. Staff retention is high and this ensures continuity of care and a positive school culture, where high expectations for learning is shared.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.

- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

The relational trust factor at Beard is very high. Beard School is known for having a highly professional and collaborative staff. This has a trickle down effect that leads to professionalism towards our students and parents. The culture at Beard is one in which every student is the responsibility of every adult that walks into our school. If a child is having a rough day, others will ask if there is help needed. Each child has more than one adult to serve as a positive role model. All adults also are accountable for watching the students and ensuring their safety. Teachers and staff members are at Beard because they care about the students and have a vested interest in making sure they become successful. Staff are diligent about learning new practices in special education and go out of their way to develop a deep understanding of student learning. Every student is different from one another so teachers at Beard go to great lengths to learn about every child. They become very aware of how every child learns, develop student profiles on all students and utilize data to develop plans of instruction. Knowing what motivates and interests students is the foundation of our "working for" incentive system. That makes component 1B - Demonstrating Knowledge of Students, a huge part of classroom instruction delivery.

School-wide, kindness to one another, is a belief that is practiced and preached at the school. All adult-student interactions are positive, caring, and respectful. An errorless learning environment is what is strategy used at the school to ensure that students and parents feel safe. The culture of the school is positive, happy and friendly. Parents feel it, staff feel it, students feel it. Sometimes, students love school so much that they cry when it comes time to go home.

Beard has very high scores on the 5 Essentials / My Voice, My School Survey. We are a "Well-Organized," school with continual growth across the board since 2012. There are some areas that the survey indicated we need work on, and many of those things have been addressed this year. On the 5-essentials reports, the performance rating for collaborative teachers is "Strong," at 69%. Teachers felt their collaborative practices were at 50% which is "Neutral." This led to a practice change at Beard where peer observations and learning walks for all staff took place. Respect exists in this environment as everyone here is a specialist in the field of special education. The program is implemented with fidelity and the way special education was designed to be implemented. The staff felt that the quality of their professional development was "Very Strong," at 96% and is very relevant to the work they do. The commitment level of the teachers was "Strong," at 71%. Teachers are on over 2 committees at the school and often volunteer their time to move the school forward. The teacher to teacher trust ratio was also "Strong," and ranked at 71% on the 2015 5-essentials survey. We currently do not have any scores for supportive environment, as our students are not old enough to take the surveys.

Through REACH observations, and in creating an environment of respect and rapport, our teachers have the highest scores because teachers demonstrate regularly kindness and caring to students throughout their daily lessons. We have a small school where families and staff members get to know each other well. When I am in the classroom, I often times hear non-verbal students uttering short positive phrases that resemble what they are constantly being told by their teachers. There are strong norms for positive behaviors that help mold the positive culture we currently have.

Partners in play (partnership groups with other neighboring schools) students often times interact with our students to mentor, play, model or develop relationships with for social and emotional learning. Community based field trips are a big part of the SEL student growth action plan, along with at least one to two field trips a quarter. At Beard, over 17 different languages are spoken by our students and there is a high respect for diversity. All of the teachers, including administrators at Beard, went back to school to become ESL certified to be able to better support our EL diverse learners. Many school events and activities are developed for our students and families so that our diverse students have the exact same opportunities as their general education peers in other schools.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Students have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with the school. Enrichment opportunities, that are in addition to the daily curriculum and instruction of students includes: Music from the Merit School of Music, Dance from the Hubbard Street Dance Chicago, a Dog Therapy Reading Program with SitStayRead, Partners in Play with students from Edison Gifted Regional, Recess Buddies with students from Garvey School, Be Kind program with students from Oriole Park, Yoga, Fun Fitness exercise program, Young Athletes Special Olympics, CircEsteem, MeMoves, ESL support, computer class, Red Kite Children's Theater, Urban Gateways Visual and Digital Media, Chicago Botanic Gardens partnership, Beard School Garden, SS Grin SEL program for our preschool students, Preschool Partners in Play Program, Winter Assemblies, Art and Movement, Music Around the World, Cooking with Friends Class, Creative Movement and Dance, Walkathons, Field Trips, Children's Puppet Theater, IPAD Photography, Science Fair, Attendance Incentive Rewards program from Horace Mann Insurance, Dancing around the World, Track and Drama through Literacy, Family Reading Day, International Day Fest, School Plays, Science Fair, Movie Night, Museum Outings, and Jump Zone fundraiser. In the art program students are involved in creating art works for "Square 1 Art" which as part of a school fundraiser are donated as tile to become a permanent part of the school tile wall.

Students have equitable access to rigorous courses/programming through the following curriculums and supports. All instruction is delivered to students in small group settings utilizing all the adults in the classroom. Wonders Reading Curriculum by McGraw Hill is a new literacy curriculum that supports Reading comprehension for all Kindergarten through 3rd grade students. This curriculum is aligned to the national common core standards. The Wonders curriculum is highly differentiated for every student and has an ELL component that is a visual integration of the program. Singapore curriculum is intended to progress as the student masters learning objectives before moving onto the next concept. Instruction incorporates students' personal interests to motivate them to participate. Students work for rewards of their choice when completing academic tasks. Most students have IEP's that focus on their areas of need. Within those areas of need and within the school curriculum, teachers design rigorous course work and activities to meet the needs of each individual student. All preschool teachers work with the Early Childhood Creative Curriculum using play based learning models. Many software apps purchased by the school to support learning are of high interest to the students. Programs that students love to use, are continually provided for them.

Decisions and student involvement are IEP based relevant to academic and social-emotional needs per each student. Teachers have set up culturally responsive classrooms to meet the needs of all learners, including ELL students and students of other cultural backgrounds. Several students receive social/emotional or psychology services to help them deal with personal areas of concern and growth. Classrooms are centered around culturally responsive teaching. Students work on both academic skills that are individualized as well as social/emotional and independent functioning skills.

Beard School practices errorless learning methods to teach children. Student choice is the foundation of the "work for card" in which students can choose their reward activity that motivates them for by completing behavioral and academic tasks successfully.

Students also have a voice in creating social stories that pertain to their individualized success. They read and identify pictures that reinforce positive classroom behavior expectations resulting in students learning. Students participate in creating the definitions of expectations they have in their classroom and school. Students act out positive and negative examples of behaviors that are documented and use them to refer back to for decision making. Students reflect on personal decisions and behaviors, then adjust behaviors to come up with solutions to fix problems so they will not occur again. Through behavior charts student develop their own self check device to monitor behavior.

For International Day, students create displays, wear costumes, eat food from various regions, and participate in classroom activities with the parents, that represent the culture of their selected country. Students have choice in the development and presentation of this unique part of their social studies curriculum.

Beard excels at personalizing the curriculum learning tasks and using student interests to help students master learning objectives. In the classrooms, students are provided with choices of learning activities to complete based on their own personal preferences. Students use varying levels of visual supports to master skills. Students use different manipulatives in math class to find solutions to questions. Teachers allow students to use preferred stories to assess reading comprehension. Choice boards are used daily to provide students with the ability to select within an incentivized way of learning. Learning activities that are software based are personalized for each student at their academic learning level. Passwords allow students to work at their own

pace, at a level which helps each student to become successful.

Due to the fact that many of our students have limited verbal skills, it does make it difficult for students to express their own ideas that are relevant to them and their lives. The staff does its best to figure out what students are trying to convey through process of elimination, based upon the situations context. Students have however made school wide decisions by voting on which school mascot they preferred, and by voting on the selection of the color of paint that was used in the lunchroom.

Teaching independent functioning skills through dramatic play and role playing allows students to gain skill sets necessary outside out the classroom. The Wonders Reading curriculum has a unit on communities and community helpers that provides students the understanding of how people contribute to their community and make differences. Student are assigned roles in the classrooms that they are responsible for (turning off lights, stacking chairs). Students participate in voting activities in math class to teach graphing skills. Students connect to decision-makers through Social Studies units which are found in News-2-You. Students are taught different points of view and current events taking place. As early as kindergarten, students learn about political leaders, government structures and the roles played in society. In addition, many students' social studies IEP goals in 2nd and 3rd grade are centered around government features. Students are also taught to generalize about these government leaders and their roles and how they are community members that are relevant to them. This leads into conversations around classroom rules, and community helpers that are there for them. The students visit firehouses, police stations, through community based field trips to develop further understanding. We have had State Senators, fireman, and police officers visit the classrooms. We have also held a Health and Wellness Fair for our students here at the school in partnership with Alderman Arena's office. 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 with the assistance of the teacher or paraprofessional.

Our whole community makes positive contributions to the school. All teachers are on at least 2 committees that work for school wide goals and initiatives. We welcome community members openly and sponsor many events that allow them into our school. Other schools come to observe our sound instructional practices. Partners in play come from other schools to interact with our students, continuing the civic lessons of all. For contributions to the school, students write thank you letters to donors. Implementation of PBIS in all classrooms allows staff to teach students appropriate social skills to interact with adults and peers in their community.

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	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 3 **4**

Beard School is characterized by a high level of safety and order where adults and children feel safe. The location of the school is in a very safe neighborhood, where the crime rate is very low. The school has a visually appealing and welcoming feel that makes all visitors feel safe and welcome. We are a one floor building so we are wheel chair accessible everywhere.

We have clear procedures and protocols for reporting and responding to safety concerns. All levels are clearly posted on all radios. All staff members take walkie-talkies with them at the beginning of the day and keep them throughout the school day. Walkie talkies are used to communicate levels of needed support to others at Beard within the school day. The crisis team has developed a level of support systems which is used by all staff members. Level 1 is a request for the nurse, Level 2 is a request for additional support, or second person to assist. Level 3 is a crisis situation where the crisis team responds for support. Level 4, is a call for immediate assistance, all available staff respond. Level 5 is an emergency call where all available staff respond and a 911 call is needed. Level 6 is a call for one of the custodians to report.

There is a full time security guard at Beard which monitors who enters and exits the building. On his desk is a sign in book or iPad in which all visitors sign in. Visitor's badges are given to them and they proceed to where they need to go. Once visitors leave, they give back their badges and sign out. Visitors that request to volunteer at Beard must fill out a CPS volunteer application form. All volunteers are subject to background checks, principal approval and fingerprinting before volunteering at the school. Access to the building is allowed only at door 1, the main entrance, or door 8, the staff parking lot entrance. Access to this door is generally provided by the security guard that has his security desk in the main corridor. The main office also has buzzers and cameras to allow people in from the main office. These visual speakers have the ability to see and speak to visitors standing outside of the main doors. There also is 1 camera on the door that records visitors coming into the main entrance.

The majority of students arrive to school daily with buses. All staff will exit main door 1 and 2 to go to the buses and bring kids into school using the same entrances. If parents are bringing in students tardy, they will bring them to the office, where someone from the classroom will come to the office to bring students back to the classroom. Parents going into classrooms, once the school day has started is too disruptive for the other students there. Many of our students do not respond well to breaks in routines, therefore, we ask all families to bring students to the office and wait for someone from the classroom. All exit and entering the building procedures can be found in the staff and student handbooks. Emergency forms are updated twice a year at the very least and families are actively engaged to provide the school with current family information regarding who can or cannot pick students up.

There is an intercom system in which the office has access to the entire school. The school has a full time RCM nurse that provides services to all students, as well as a CPS nurse that comes to the school one day a week to sit in on IEP meetings. The entire staff is trained in epi pen diabetes, and seizure management. Ten staff members are QBS trained, fifteen staff members are CPR and defibrillator certified, while all staff are CPI trained. Students in wheel chairs or with other health impairments that cannot walk on their own, all have safety plans in their IEP's and are on the school's emergency plan. The school also has an emergency allergy alert on a google drive that is shared with all staff members. All staff members have completed DCFS mandated training.

All employees that have been staffed are given a FOB key in which they can use to unlock the parking door 8 without the use of being buzzed in. All employees are instructed in the staff handbook to use the same 2 doors for entrance and exit as the students are.

Because of student elopement; all doors have alarms on them that ring a piercing sound if they are activated and opened. This alerts all staff members to the door to check and see if any student has left the building.

Therapists often request to observe student clients to create reports to provide parents. Beard provides all therapists the opportunity to visit, however must be schedules. Parents request the form the school, and a mutually agreeable date is found. The Assistant Principal or Case Manager always accompany therapists in observations, taking their own information down, simultaneously with them.

Each classroom has a visual schedule or binder, and at times, individual students have their own schedule. There are "assigned" students to be in charge of the schedule and changing it in classrooms.

Student handbooks are posted on the school website as well as provided to parents through a hard copy version in every student's communication binder. Shared expectations general appropriate behaviors are clearly stated for every student in the classroom, in the student handbook, and in every student's IEP.

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:

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.

Score

1 2 **3** 4

Many of our students start off by being placed here because of behavioral struggles from their home school. The practices used at Beard are such that there is an equal integration of behavior plans and academic goals. Implementation of all plans is a shared responsibility and is collectively implemented as a team. Our school focuses on proactive approaches to create a healthy culture that engage students. In our Ready to Learn and Blended Pre-K classrooms we use Tier 1 and 2 intervention supports for the Creative Curriculum. Currently, SS Grin is implemented with the Tier 1 and 2 students. For our students in intensive support programs, our counselor leads a preschool Partners in Play program which is an LRE program at the school. All of our K-3rd grade students are Tier 3. For these students we use an inverted MTSS model. The students receive intensive and individualized restorative approaches, with gradual release and fading out of supports to return students back to Tier 1 and Tier 2. We build a culture of positive learning for those students that meet the criterion for a Functional Behavior Intervention Plan as part of their IEP. This is developed after collection of minimally 10 days worth of data targeting specific behaviors and their frequency, triggers, and duration.

Every K-3rd grade student has an Individualized Education Plan team that is made up of the classroom teacher, student, parents, paraprofessionals, counselor and related service providers. This team meets to develop a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) for each student. Plans are individualized for the student's needs. For very challenging situations, Beard has an ABA consultant firm we work with that helps us to develop strong behavior plans using ABA instructional therapy models. All IEP goals, whether behavior or academic, have clear goals and expectations with progress measuring tools that can gauge student success. The IEP is a living document and is revised as needed. Teachers continually collect data and evaluate the success of the approaches and strategies used and measure progress toward student benchmark goals. Data collected determines the types of supports that ensure students are successful. Paraprofessional support is also determined by data collected and the level of needs each child brings to the classroom.

Restorative practices include positive reinforcements that are embedded within routines of every child's environment. Schedules are created at the beginning of the year, and are followed with great regularity. A calendar of school events and activities is produced during the summer and published on our website to engage parents in activities we sponsor. Student behaviors are managed through behavior plans attached to the IEP's. Most classrooms use Class Dojo as a behavior measurement tool that reinforces positive behaviors. Other classrooms track data on data tracking sheets and use detailed plans to decrease undesirable behaviors. Classroom job assignments, changes in behavior plans, working for cards, discussion sessions, teachable moments, adult modeling, peer to peer restorative conversations, incentives and rewards all serve restorative approaches to discipline. Parents are called for behaviors and academic successes a child makes.

Related service providers have weekly team meetings to discuss school wide and individual student needs or concerns that develop. Related service providers also attend team meetings to consult with teachers on student progress. Crisis team members meet as needed to discuss approaches for students and develop plans for reintegrating students back into the classroom after a crisis has occurred.

Classroom rules are posted in each classroom and are similar across the building with some variation. Every classroom has a daily schedule however due to specific needs, some students have individual visual schedules either on the wall, or in a binder. Students are assigned responsibilities and have classroom jobs. Students are responsible for their jobs on a weekly basis.

Posted with the classroom rules are pictures of students modeling the appropriate behaviors. Due to many of our students being

visual learners, we make videos and social stories that model the expected behaviors for our students. Teacher individualize these videos, pictures and social stories for the students' needs. Teachers also use "calm reflections" with students. Calm reflections allow students to participate in accessing and regulating their own behaviors. In some rooms class dojo is used school wide for tracking of SEL goals and objectives. In other rooms, red, green, yellow light serve as behavior management reminders for students that have limited verbal abilities.

Authentic real life opportunities are used to reinforce expected behaviors. Students participate in field trips throughout the year and provided with opportunities that allow them to generalize what they have learned at school and apply it to outside situations. Students also participate in walking trips within the community to learn how the community can serve their needs, such as going to a grocery store or visiting the fire department station.

Parent communication and family involvement is an important part of restorative approaches used at Beard. Each student has a home-school communication binder that is written in every day. We encourage home room parents for every classroom. Parents have scheduled for them 30 minutes blocks that is dedicated to them, during Parent/Teacher conferences, to talk about their child.

We have monthly parent meetings on topics that families have communicated they are interested in learning. Throughout the year the Principal holds "coffee chats" with the community. Parents and outside therapists collaborate with teachers and do classroom observations throughout the year. Weekly newsletters are sent home to keep parents up to date on school activities. Monthly calendars are sent home and posted on the school website. Beard School also has school wide activities that parents are invited to participate in throughout the year.

Attendance awards are given to recognize perfect, improved and regular attendance. Teachers use incentive based rewards such as; treasure boxes, school store, game time and other preferred items. Clear behavioral guidelines are posted and reinforced in each classroom.

All teachers and clinician goals are aligned to the Common Core Social Emotional Learning Standards. These standards are embedded throughout the day in all content areas.

During times of student crisis, students are either removed to a neutral spot or a neutral staff waits with the student until they deescalate to address behaviors. Each student has an individual behavior plan that staff follow. If student's behavior is dangerous then multi-sensory approaches are first used to deescalate aggressive behaviors. All staff are trained in using multi-sensory approaches and materials.

Plans for next year include having all classrooms use "classroom dojo" to monitor behaviors for K-3rd grade classrooms. We will also use class dojo in the preschool to determine an LRE movement for students that need additional supports. All teachers will utilize the SANDI assessment tool in measuring social and emotional growth from the beginning of the year to the end of the year. Teachers will insert in their emails, that they will respond within 24 hours to all families. We will also continue to use Teaching Strategies Gold as a measurement tool for preschool students for SEL.

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:

Score

1 2 3 4

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.

Beard School has established a non-threatening welcoming environment that is warm and friendly towards the parents. The vision of the school is to work with families as well as the student in providing them the best supports and resources. Every parent is made to feel welcome. As soon as you walk into the school, there are chairs everywhere to make parents feel welcome and give them comfortable areas to wait before meetings begin. Bulletin boards are colorful and welcoming. Each morning staff welcome parents into the school. Specific staff are assigned to students to walk them to and from the bus, providing parents with a sense of peace of mind as students are delivered to school each day. Providing families positive feedback is always encouraged. Overall, the school has a warm and "customer service" oriented climate that is very much appreciated by our families, that is reflected in the results of the 5 Essential results. Tours of the school result in parents wanting a placement here. Due to the high level of quality supports and instruction that is provided, Beard is a highly sought after school for students with any significant disability or preschool program.

On the 5-essentials survey the rating for Involved Families, Beard has a 90% or "Very Strong." Teacher parent trust is also very high at 88% or "Very Strong." Parent involvement in the school is 83% or "Very Strong," and lastly, parents influence on decision making in schools is at 99% or "Very Strong." Beard has a wonderful highly involved LSC and works with administration to ensure that the school is a welcoming place for families.

There are a variety of ways that Beard School engages parents through communication. The Beard School Website has the most current and up to date information it. The website is www.beard.cps.edu. Another primary communication format includes the student home-school communication binder. This binder travels between home and school on a daily basis. It also contains the student handbook for quick and easy reference of vital information; however, this is also downloaded from our website. Teachers indicate which activities/subjects students have participated in and write progress notes about the student's daily progress. Parents are asked to sign the binder each day and are encouraged to write back to teachers. Phone calls provide parents with relevant real time information regarding a student's progress. Teachers will reach out to families during prep or break times. Staff call home when students are doing great. Weekly classroom newsletters are sent home each Friday informing parents of new events taking place, and those same events are posted on the calendar of events. Newsletters are also translated into Spanish for Spanish speaking families. All teachers share their emails with our families. Teachers respond to parent emails within 24 hours. The Principal and Assistant Principal share important information, electronically and through a hard copy that is sent home at the end of the school day. Other forms of communication include conferences, constant contact, Facebook, and remind.com. Teachers meet with parents before, during or after the school day to discuss student progress. Other forms of communication include robo calls which are usually made to everyone's household for important reminders of events that take place.

Beard School also has its own Facebook page that is managed by the administration of the school at <https://www.facebook.com/pages/Beard-School/1450595081913651>

For families that love media, Beard has a Twitter account. We can be followed at [@MandaLukic](https://twitter.com/MandaLukic). Other immediate forms of communication include Remind.com. This is a less than 40 character text that parents can sign up for quick messages and reminders to be sent to their phones. Another form of communication that the school uses is Constant Contact.

Constant Contacts are email flyers about events going on at Beard School. They are regularly scheduled reminders that go out to families and staff about events or activities going on in the school. They contain important information, times, address, dates and updates. We ask that all families make sure that email addresses are updated on emergency forms twice a quarter. Lastly, letters from the school or CPS, go home on a regular basis and are translated into Spanish.

There is a calendar of events that is published on the website, Facebook page, sent home to parents, and found in the home school connection binder regarding amazing events that we sponsor at the school. Events that parents attend and are invited to include Parents in the Garden, Young Athletes Special Olympics, 3rd grade Transition Meeting, Beard School Garden Volunteer

Day, Local School Council Meetings, Math Night, Muffins with Mom, Doughnuts with Dads, State of the School Address, Parent monthly meetings, coffee chats with the principal meetings, Meet and Greet, Open House, Picnics, Beard Tours, Donor's Choose, Fall Festival Walkathon, Alderman's Health and Wellness Fair, Parent Teacher Conferences, School Based Field Trips, Usborne Book Fairs, Science Fair, Winter Assemblies, Field Trips, Awards Assemblies, Attendance Incentive Rewards program from Horace Mann Insurance, Family Reading Day, International Day Fest, School Plays, Movie Night, Saturday Field Trip Outings, and Friends of Beard family and student event fundraisers. Parents also donate their children's art tiles to the walls of Beard as permanent memories of the student tile Beard Wall. These parent engagement opportunities are created to bring families into the school to provide them with a voice and include them in the decision making process.

Monthly parent meetings are provided by each of our related service providers in their respective fields of specialty. Parents come to meetings and share best practices with other parents and learn about how to use supports in the home. A parent resource guide has also been created to help them find resources within the Chicago metropolitan area relating to disability supports. That has been posted to our website. Specially tailored events designed to address common parental concerns such as inviting speakers to talk to parents in an open forum about transitional options post-graduation.

Because Beard has a modified grading scale, very few parents look at the Gradebook portal. More attention is paid to the IEP benchmark progress notes related to student progress.

Attendance plans are developed for every student in which they become identified as high risk for absence or truancy. At these meetings are clear expectations for 96% attendance is made. The Beard has an attendance contract that is signed by every family at the beginning of the school year and upon enrollment. Excessive letters from the school are generated and mailed out to students that are starting patterns of chronic absenteeism.

During parent-teacher conference days, parents are provided half hour meetings with all staff if they are in our specialty K-3rd grade cluster program. For our preschool families, times are provided for them to sign up in which works for them. Regular reporting to parents takes pl

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	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 depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
4	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐

4 Expectations for Quality & Character of School Life: Relational Trust

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

Goals

Required metrics (Elementary)

1 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
National School Growth Percentile - Math	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
% of Students Meeting/Exceeding National Ave Growth Norms	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
African-American Growth Percentile - Reading	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
Hispanic Growth Percentile - Reading	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
English Learner Growth Percentile - Reading	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
Diverse Learner Growth Percentile - Reading	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
African-American Growth Percentile - Math	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
Hispanic Growth Percentile - Math	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
English Learner Growth Percentile - Math	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
Diverse Learner Growth Percentile - Math	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
National School Attainment Percentile - Reading (Grades 3-8)	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>
National School Attainment Percentile - Math (Grades 3-8)	<input type="text" value="N/A"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>	<input type="text" value="(Blank)"/>

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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National School Attainment Percentile - Reading (Grade 2)

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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National School Attainment Percentile - Math (Grade 2)

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Average Daily Attendance Rate

<p>1) We have students placed at our school from north of Roosevelt Street in Chicago. Many parents do not have cars or the ability to bring their children all the way up to a northwest side school - so they are dependent upon bus services. In order for a child to get bus service started, they must enroll at Beard first. Upon enrollment, transportation has up to 10 days to get a student on a route. If the parents have no way of driving a student to Beard before the busing starts, then those 10 days are attendance hits against us, because the student has enrolled, but has no way to get to school.</p> <p>2) Students have therapies such as speech, ABA, PT or OT that take place before the end of the school day. These absences effect our attendance because therapies happen every week, daily, and sometimes 2-3 times a week. Therapy visits occur often, unlike a doctors visit, which is once in a while. Therapies are important in helping students to get 1:1 services, as opposed to the classroom school based therapy model that CPS offers students. It is more of a "medical" need for health improvement, yet is not recognized as as an absence that would be "scrubbed" at the end of the year. Students in hospitals, have their absences scrubbed off our records at the end of the year. Therapies do not count as a medical fragile category.</p> <p>3) Students that are placed at Beard, bring with them the attendance rating they had at the previous school. Case scenario - a school is unable to properly implement the IEP, and does not know how to handle a student's behavior. Their administration, sends them home on a daily basis, suspends the student, or has the parents pick them up daily due to behaviors, etc... These all rack up as poor attendance for the student however is initiated by the school. When they are placed at Beard School, their attendance does not start at zero. Instead, their poor attendance follows the student to the new school. This gets reflected in the Beard attendance score and is not scrubbed off our data at the end of the year, as it is counted as a chronic truancy.</p>	91.90	92.90	93.00	(Blank)
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My Voice, My School 5 Essentials Survey

<p>5 Essentials Survey indicate that Beard School is well-organized for improvement. Effective leader is strong. Program Coherence is very strong. Teacher-Principal trust is at strong. Teacher Influence is at strong. Instructional Leadership is very strong. Collaborative teachers is strong. Collaborative practices is neutral. Collective responsibility is neutral. Quality of professional development is very strong. School Commitment is strong. Teacher-Teacher trust is strong. Involved families is very strong. Teacher-parent trust is very strong. Parent involvement is very strong. Parent influence on decision making is school is very strong.</p>	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Staff will develop a measuring plan that	teachers collaborating and developing targeted	all students at Beard demonstrating desirable
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determines student success rates and records student behavior trends

behavior strategy plans specific to student's needs

behaviors throughout the day

Tags:

MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, Iep goals

Area(s) of focus:

1, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Through professional development training, staff will learn how to utilize SSM data tracking tools to determine student success in academics and behaviors and implement successful strategies with other students.

Teachers, paraprofessionals, related service providers, administrators

Apr 11, 2016 to Jun 30, 2018

Staff are provided with training and webinar opportunities; sign in sheets

On-Track

Data Use, Differentiated instruction, Assessments, Academic expectations, Accountability, Data analysis, Behavior supports, Professional development, Behavior intervention, Academic interventions

Administrators will work with teams to analyze data on a regular basis so that teachers can implement successful interventions with students.

teachers

Apr 11, 2016 to Jun 30, 2018

Grade Level Team weekly notes, Class Dojo, Sandi assessments, teacher growth targets for every student, SSM data tracking, data collection sheet summaries for IEP's.

On-Track

Behavior and Safety, SEL, Teacher Teams/Collaboration, Pbis, Tier 2 & 3, Behavior, Accountability, Best practice, Behavior supports, Analyze data

Teachers will develop behavior plans for students requiring intensive supports using the PBIS/MTSS program to decrease undesirable behaviors.

MTSS team, teachers, related service providers

Apr 11, 2016 to Jun 30, 2018

Improvement on the SANDI SEL assessment tool from Fall to Spring, SSM data trends showing decrease in undesired behaviors

On-Track

MTSS, SEL, Tier 2 & 3, Assessments, Iep, Accountability, Data analysis, Behavior supports;

Provide parents with information on data collected through IEP's and benchmark progress reports.

Teachers, related service providers, parents

Sep 1, 2016 to Jun 30, 2018

Improvement on the SANDI SEL assessment tool from Fall to Spring, catalyst data trend showing decrease in undesired behavior through charts

On-Track

SEL, Data Use, Assessments, Iep, Data analysis, Parent engagement, Data tracking, Sandi, Benchmark progress monitoring

Teachers will assess students twice a year on the SANDI assessment tool, assessing SEL, reading, math, and communication. They will then analyze data to extrapolate successful strategies to re-implement in the classroom. Success in academics will lead to improved social emotional well being of students.

Teachers

Sep 1, 2016 to Jun 30, 2018

Improvement on the SANDI SEL assessment tool from Fall to Spring, catalyst data trend showing decrease in undesired behavior through charts

On-Track

Literacy/Reading, Math, Diverse Learners, English

Learners, Assessment, Attendance, Intervention, SEL, Communication, IEP, Behavior, Behavior supports,; Sandi

<p>Teachers and related service providers will utilize the nature certified garden and learning kitchen community garden to decrease undesired behaviors and reward positive behaviors in the development of socially appropriate skills.</p>	<p>Garden committee, PBIS/MTSS team, classroom teachers, administration, parents, related service providers, paraprofessionals</p>	<p>Apr 11, 2016 to Jun 30, 2018</p>	<p>Garden schedule for use; involvement of garden into SEL planning and reward use; Improvement on the SANDI SEL assessment tool from Fall to Spring, catalyst data trend showing decrease in undesired behavior through charts</p>	<p>On-Track</p>
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Diverse Learners, English Learners, Attendance, SEL, Interventions, Parental involvement, IEP, Data analysis, Science instruction, Expectations, Garden, Community garden

<p>Teachers will analyze attendance data to improve student attendance and work with families to have them bring students to school daily, increasing desirable behaviors.</p>	<p>Attendance Coordinator; classroom teachers, parents, administrators</p>	<p>Sep 1, 2016 to Jun 30, 2018</p>	<p>95% attendance rate or higher for every student;</p>	<p>On-Track</p>
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Diverse Learners, English Learners, Academic gain, Assessments, Data analysis, Behavior supports,; Attendance rate, Attendance interventions, Attendance incentives

<p>Teachers K-3rd will utilize SANDI results to create an improvement plan of 15-25% increase in Reading and Math, SEL, and communication from one year to the next. Preschool teachers will utilize Teaching Strategies Gold results to plan for 14-49% growth for every student. Academic growth will lead to increase in desirable behaviors.</p>	<p>classroom teachers, ILT team, MTSS team</p>	<p>Apr 11, 2016 to Jun 30, 2018</p>	<p>increase in assessment scores on the Sandi from Fall to Spring K-3rd grade; increase on Teaching strategies gold in literacy and language from winter to spring for preschool; increase in students meeting benchmark goals on IEP</p>	<p>On-Track</p>
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Diverse Learners, Instruction, Instructional practices, Academic gain, Academic, Differentiated instruction, Instructional materials, EI, Assessments, Cognitive demand, Academic expectations, IEP, Curriculum maps, Data analysis, Math curriculum, Sandi, Behavior supports

<p>Teachers will integrate fine art into the core curriculum through enrichment programs in music and dance, to increase appropriate social skills, and enrichment opportunities.</p>	<p>Art and PE teacher, administration, classroom teachers, paraprofessionals.</p>	<p>Sep 1, 2016 to Jun 30, 2018</p>	<p>Create partnerships with Hubbard Dance and Old Town School of Folk Music in a year long residency involving K-3rd grade students.</p>	<p>On-Track</p>
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<p>All teachers and paraprofessionals will use class dojo with students as a positive reward behavior system, improving socially appropriate behavior skills.</p>	<p>Teachers, paraprofessionals</p>	<p>Sep 6, 2016 to Jun 30, 2017</p>	<p>Reports are printed on each student; data collected weekly</p>	<p>On-Track</p>
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SEL, Behavior supports, Targeted interventions

Strategy 2

If we do...

...then we see...

...which leads to...

Staff will create a school wide PBIS/MTSS program to implement with students

clear expectations of behavioral norms to be understood and implemented school wide

which leads to increased attendance, improved student academics and appropriate changes in student and staff behaviors

Tags:

MTSS, Diverse Learners, English Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches, Trust, Curriculum, Pbis, Academic gain

Area(s) of focus:

2, 1

Action step

Responsible

Timeframe

Evidence for status

Status

The MTSS team will develop appropriate universal language and norms that are mutually agreed upon by all staff to be implemented in the classroom with students.

PBIS team, classroom teachers, students, admin, related service providers, ILT team, parents

Sep 1, 2016 to Jun 30, 2018

Universal language and norms are developed by MTSS/PBIS team and being utilized and implemented with all students, class dojo reward set up

Not started

Diverse Learners, English Learners, SEL, Teacher Teams/Collaboration, Pbis, Differentiated instruction, Student engagement, Accountability, Best practice, Data tracking, Behavior supports

The PBIS/MTSS team will create a "School Store" that rewards students for positive and appropriate social behaviors.

PBIS/MTSS team, classroom teachers

Sep 1, 2016 to Jun 30, 2018

Create a School Store schedule for students to use; train "students/staff" on how to use store, align resources to provide funding to keep school store stocked with student incentives

On-Track

MTSS, Pbis, Aligned resources, Student enrichment, Student engagement, Coaching, Expectations, Behavior expectations

School staff will engage parents on the roll out of the PBIS plan, to reinforce the same positive behaviors at home and at school.

PBIS team, classroom teachers, parents, related service providers, administration

Apr 11, 2016 to Jun 30, 2018

Provide parent training on a school wide PBIS program, insert language in student/parent handbook

Not started

Diverse Learners, Behavior and Safety, Pbis, Aligned resources, Supports, Student engagement, Parent engagement, Behavior expectations

Members of the MTSS team will provide training to students to run the school store as PBIS reward program.

students, teachers, paraprofessionals, PBIS/MTSS team, related service providers

Sep 1, 2016 to Jun 30, 2018

student schedule to run school store, incentives, teacher, social work and psychologist incentive program for SEL rewards and behavior plans

Not started

MTSS, Diverse Learners, Climate and Culture, SEL, Teacher Teams/Collaboration, Pbis, School climate, Expectations, Behavior supports, Benchmark progress monitoring, Tier 1, Behavior incentive

The MTSS team will set up meeting calendar dates in advance for PBIS/MTSS team to meet and have agenda items to prepare for implementation of the PBIS/MTSS program at the start of the second semester; action steps to be implemented with students geared toward increasing socially desirable behaviors.

MTSS team

Sep 1, 2016 to Jun 30, 2018

Agendas, sign in sheets, calendar of topics, action item steps completed

Not started

MTSS, SEL, Teacher Teams/Collaboration, Pbis, Teacher-teacher trust & support, Student engagement, Expectations, Student success, Expectations and goals

Staff will plan school wide events/field trips in celebration of PBIS student successes and share information with families.

all staff; all students; all parents

Apr 11, 2016 to Jun 30, 2018

Field trip committee will select 4 field trips 1 per a quarter and begin the arrangements now

Not started

Diverse Learners, English Learners, Attendance, Climate and Culture, Leadership, Pbis, Assessments, Grade level meetings, Academic expectations, Goalsetting, Accountability, Data analysis, Expectations, Behavior supports, Community based learning, Field trips, Behavior expectations

Teachers and related service providers will target inappropriate student behaviors and analyze data that need to be addressed in terms of changing teacher practices.

teachers and related service providers, MTSS team

Apr 11, 2016 to Jun 30, 2017

SSM behavior data reports; class dojo reports; MTSS meetings; reflect and learn

On-Track

MTSS, Teacher Teams/Collaboration, Pbis, Reflect and learn, Benchmark progress monitoring, Related service providers, Behavior plans, Goal setting, Teacher practice, Analysis of data

All staff will use technology such class dojo, sandi assessment, student logger, and the MTSS logging tool to track student behavior and develop targeted behavior plans that lead to desirable student behaviors. Behavior plans will be embedded in student IEPs.

classroom teachers, related service providers, admin

Apr 11, 2016 to Jun 30, 2018

Class dojo reports, sandi assessment results, SAM logging tool interventions listed, MTSS meetings defining Tiers 1, 2, and 3

On-Track

MTSS, Technology, Behavior and Safety, Pbis, Academic gain, Data analysis, Data tracking, Behavior supports, Behavior plan, Goal setting, lep goals, Class dojo, Student behavior ex

Teachers will communicate daily to parents the expected behaviors of all students through a computerized program called Class Dojo.

teachers; students, parents

Apr 11, 2016 to Jun 30, 2018

Class dojo reports on student behaviors going home to parents electronically instantly

On-Track

Communication, Parent engagement, Behavior expectations, Class dojo

Strategy 3

If we do...

Purchase instructional materials and programs that support our student's specific learning styles

...then we see...

teachers planning and utilizing curriculums that addresses each students specific learning style while allowing for significant differentiation to take place.

...which leads to...

improved instructional practices and increases in every student's level of academic and SEL competency

Tags:

MTSS, Math, Diverse Learners, English Learners, Instruction, Instructional practices, Interventions, Social emotional, Academic gain, Differentiated instruction, Literacy, EI, Planning, Assessments, Progress monitoring, Grade level meetings, Accountability, Best practice, Observations, Expectations, Sandi, Student success, Learning walk, Academic supports, Strategies, Paraprofessionals, Collaboration, Data driven instruction

Area(s) of focus:

2

Action step

Responsible

Timeframe

Evidence for status

Status

Teachers will utilize the "Headsprout" phonics program as intervention tool for teaching students how to read.

Teachers

Apr 11, 2016 to Jun 30, 2018

increase in grades, IEP progress reports, SANDI assessments, Reports on student usage and teacher access; improvement in reading scores

On-Track

Literacy/Reading, Technology, Diverse Learners, Interventions, Differentiated instruction, Assessments, Software, Instructional strategy

Provide students with an autism specific program from the Old Town School of Folk Music as a year long residency program to embed music into the fine arts curriculum.

Annette, fine arts teacher, paraprofessionals

Apr 11, 2016 to Jun 30, 2018

contract signed, resources allocated training provided to staff, observations of students participating in music program

Completed

SEL, Instructional material, Music, Student enrichment, Student engagement, Best practice, Supplemental instruction

Maintain all of our current instructional programs such as Unique Learning, Learning A-Z, Goal finder, Starfall, Brain Pop, to continue the differentiated instruction that allows and promotes student success.

principal, fine arts teacher, classrooms teachers

Apr 11, 2016 to Jun 30, 2018

aligning resources, improved grades, progress reports indicate students meeting goals, increase in SANDI scores, student observations and reports generated from programs used, IEP goals met, ESY data tracking and students meeting goals,

On-Track

Literacy/Reading, SEL, Student enrichment, Student engagement, Math curriculum, Supplemental instruction

Provide students with an autism specific program from Hubbard Street Chicago as a year long residency program to embed dance into the PE program and incorporate the school wellness initiative into our PE curriculum.

PE teacher, paraprofessionals

Apr 11, 2016 to Jun 30, 2018

PE implementation, contract, student observation, training to staff, students become more comfortable dancing, Creative Arts Grant written in conjunction with Hubbard Dance

Completed

PE, Curriculum, Student enrichment, Student engagement, Dance, School wellness plan

Art teachers will Integrate drama through literacy for students on one of the specials day, weekly.

Fine Arts Teacher, ILT, administration

Apr 11, 2016 to Jun 30, 2018

Unit plans, field trips aligned to curriculum art, observations, art work displayed, partnerships with organizations, built in student schedule

On-Track

Literacy/Reading, Arts, Diverse Learners, SEL, Fine arts, Enrichment, Student engagement, Drama

School wellness team will implement a school wellness program at the school for all students by building an adaptive physical fitness center for the students.

PE teacher, wellness team

Apr 11, 2016 to Jun 30, 2018

Walking track daily, fit bits for all 3rd grade students, unit plans, field trips aligned to curriculum PE, grant initiative, observations

On-Track

Core Instruction, Diverse Learners, PE, Student Health & Wellness, Curriculum, Physical education

All ESL Beard teachers will work with students to modify instruction and curriculum to support learning for diverse and EL learners.

all ESL early childhood and LBS1 teachers

May 25, 2016 to Jun 30, 2017

Supports provided to students from all staff

On-Track

Curriculum, Supports, EII, Esl, Special education, Modifications, Accomodations

Strategy 4

If we do...

Staff will be provided with with relevant professional development on best instructional, academic and behavioral practices to increase achievement for diverse learners.

...then we see...

teachers are able to provide appropriate instruction to students with varying disabilities

...which leads to...

to personalized student instruction that allows students to be successful when they transition back to their next school setting

Tags:

Diverse Learners, SEL, Instructional practices, Academics, Professional development, Behavior supports, Transition plan, Orton gillingham, Teachh, Curriculum professional development

Area(s) of focus:

3

Action step ?

Work with ABA Instructional consultants to provide professional development to Beard staff in the development of behavior plans that will increase socially appropriate behaviors.

Responsible ?

MTSS team, ABA consultants, teachers

Timeframe ?

Apr 11, 2016 to Jun 30, 2018

Evidence for status ?

Behavior plans are submitted and developed in consultations with behaviorist and teacher, observations, IEP's.

Status

On-Track

Diverse Learners, Professional Learning, Behavior and Safety, Assessments, Behavior, Accountability, Expectations, Data tracking, Behavior supports, Benchmark progress monitoring, Student learning

Teachers will continue to implement Orton Gillingham multi-sensory approach to teaching students how to read.

classroom teachers, paraprofessionals

Apr 11, 2016 to Jun 30, 2018

completion of 1 week intensive course; observation the usage of the program during teacher observations

On-Track

Literacy/Reading, Diverse Learners, Assessment, Professional Learning, Professional development, Student engagement, Accountability, Best practice, Expectations, Benchmark progress monitoring,

Instructional strategy

Teachers working with students that have significant disabilities will continue to provide Structured Teacch Methodology and build task centers to promote student independence.	classroom teachers, paraprofessionals	Apr 11, 2016 to Jun 30, 2018	completion of 1 week intensive course; observation of program usage during teacher observations	On-Track
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Literacy/Reading, Math, Diverse Learners, Assessment, Professional Learning, Professional development, Progress monitoring, Student engagement, Accountability, Best practice, Expectations, Instructional strategy

Staff members will be CPR trained to ensure student safety at the school.	10 staff members will be provided yearly CPR certification each year	Apr 11, 2016 to Jun 30, 2018	CPR certifications of staff member, members will be on crisis team and emergency school plan	On-Track
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MTSS, Professional development, Cpr training, Crisis intervention, Student safety

Teachers will continue the implementation of the math Singapore program and differentiate for student learning; while new training is provided to all teachers that have started this year.	K-3rd grade classroom teachers	Apr 11, 2016 to Jun 30, 2018	observations of math lessons being taught, observations of students for para justification forms in SSM	On-Track
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Math, Instructional practices, Curriculum, Professional development, Differentiated instruction, Progress monitoring, Plc, Data analysis

Teachers will continue the implementation of the Wonders Reading program and differentiate for student learning; while new training is provided to all teachers that have started this year.	K-3rd grade classroom teachers	Sep 1, 2016 to Jun 30, 2018	IEP's, progress reports, grades, attendance, reflect and learn	On-Track
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Diverse Learners, English Learners, Assessment, Instructional practices, Interventions, Academic gain, Academic, Differentiated instruction, Literacy

Paraprofessionals will receive training in data tracking for student achievement.	(Blank)	Apr 11, 2016 to Jun 30, 2018	SSM data tracking, Learning Hub enrollment, evaluations on Learning hub	On-Track
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Diverse Learners, English Learners, Assessment, Behavior and Safety, Bilingual, Instruction, Instructional practices, Data, Interventions, Academic gain, Academics, Differentiated instruction, Cpr training, Cpi training

Action Plan

District priority and action step	Responsible	Start	End	Status
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<p>✦ Through professional development training, staff will learn how to utilize SSM data tracking tools to determine student success in academics and behaviors and implement successful strategies with other students.</p> <p>Tags: MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, lep goals, Data Use, Differentiated instruction, Assessments, Academic expectations, Accountability, Data analysis, Behavior supports;, Professional development, Behavior intervention, Academic interventions</p>	<p>Teachers, paraprofessionals, related service providers, administrators</p>	<p>Apr 11, 2016 Jun 30, 2018</p>	<p>On-Track</p>
<p>✦ Administrators will work with teams to analyze data on a regular basis so that teachers can implement successful interventions with students.</p> <p>Tags: MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, lep goals, Behavior and Safety, SEL, Teacher Teams/Collaboration, Pbis, Tier 2 & 3, Behavior, Accountability, Best practice, Behavior supports, Analyze data</p>	<p>teachers</p>	<p>Apr 11, 2016 Jun 30, 2018</p>	<p>On-Track</p>
<p>✦ Teachers will develop behavior plans for students requiring intensive supports using the PBIS/MTSS program to decrease undesirable behaviors.</p> <p>Tags: MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, lep goals, MTSS, SEL, Tier 2 & 3, Assessments, lep, Accountability, Data analysis, Behavior supports;</p>	<p>MTSS team, teachers, related service providers</p>	<p>Apr 11, 2016 Jun 30, 2018</p>	<p>On-Track</p>
<p>✦ Provide parents with information on data collected through IEP's and benchmark progress reports.</p> <p>Tags: MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, lep goals, SEL, Data Use, Assessments, lep, Data analysis, Parent engagement, Data tracking, Sandi, Benchmark progress monitoring</p>	<p>Teachers, related service providers, parents</p>	<p>Sep 1, 2016 Jun 30, 2018</p>	<p>On-Track</p>
<p>✦ Teachers will assess students twice a year on the SANDI assessment tool, assessing SEL, reading, math, and communication. They will then analyze data to extrapolate successful strategies to re-implement in the classroom. Success in academics will lead to improved social emotional well being of students.</p> <p>Tags: MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, lep goals, Literacy/Reading, Math, Diverse Learners, English Learners, Assessment, Attendance, Intervention, SEL, Communication, lep, Behavior, Behavior supports;, Sandi</p>	<p>Teachers</p>	<p>Sep 1, 2016 Jun 30, 2018</p>	<p>On-Track</p>
<p>✦ Teachers and related service providers will utilize the nature certified garden and learning kitchen community garden to decrease undesired behaviors and reward positive behaviors in the development of socially appropriate skills.</p> <p>Tags: MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, lep goals, Diverse Learners, English Learners, Attendance, SEL, Interventions, Parental involvement, lep, Data analysis, Science instruction, Expectations, Garden, Community garden</p>	<p>Garden committee, PBIS/MTSS team, classroom teachers, administration, parents, related service providers, paraprofessionals</p>	<p>Apr 11, 2016 Jun 30, 2018</p>	<p>On-Track</p>
<p>✦ Teachers will analyze attendance data to improve student attendance and work with families to have them bring students to school daily, increasing desirable behaviors.</p> <p>Tags: MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, lep goals, Diverse Learners, English Learners, Academic gain, Assessments, Data analysis, Behavior supports;, Attendance rate, Attendance interventions, Attendance incentives</p>	<p>Attendance Coordinator; classroom teachers, parents, administrators</p>	<p>Sep 1, 2016 Jun 30, 2018</p>	<p>On-Track</p>

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers K-3rd will utilize SANDI results to create an improvement plan of 15-25% increase in Reading and Math, SEL, and communication from one year to the next. Preschool teachers will utilize Teaching Strategies Gold results to plan for 14-49% growth for every student. Academic growth will lead to increase in desirable behaviors.</p> <p>Tags: MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, Iep goals, Diverse Learners, Instruction, Instructional practices, Academic gain, Academic, Differentiated instruction, Instructional materials, EI, Assessments, Cognitive demand, Academic expectations, Iep, Curriculum maps, Data analysis, Math curriculum, Sandi, Behavior supports</p>	classroom teachers, ILT team, MTSS team	Apr 11, 2016	Jun 30, 2018	On-Track
<p>✦ Teachers will integrate fine art into the core curriculum through enrichment programs in music and dance, to increase appropriate social skills, and enrichment opportunities.</p> <p>Tags: MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, Iep goals</p>	Art and PE teacher, administration, classroom teachers, paraprofessionals.	Sep 1, 2016	Jun 30, 2018	On-Track
<p>✦ All teachers and paraprofessionals will use class dojo with students as a positive reward behavior system, improving socially appropriate behavior skills.</p> <p>Tags: MTSS, Diverse Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Restorative approaches, Instructional practices, Pbis, Data tracking, Behavior supports, Academic supports, Behavior plans, Iep goals, SEL, Behavior supports, Targeted interventions</p>	Teachers, paraprofessionals	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ The MTSS team will develop appropriate universal language and norms that are mutually agreed upon by all staff to be implemented in the classroom with students.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches, Trust, Curriculum, Pbis, Academic gain, Diverse Learners, English Learners, SEL, Teacher Teams/Collaboration, Pbis, Differentiated instruction, Student engagement, Accountability, Best practice, Data tracking, Behavior supports</p>	PBIS team, classroom teachers, students, admin, related service providers, ILT team, parents	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ The PBIS/MTSS team will create a "School Store" that rewards students for positive and appropriate social behaviors.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches, Trust, Curriculum, Pbis, Academic gain, MTSS, Pbis, Aligned resources, Student enrichment, Student engagement, Coaching, Expectations, Behavior expectations</p>	PBIS/MTSS team, classroom teachers	Sep 1, 2016	Jun 30, 2018	On-Track
<p>✦ School staff will engage parents on the roll out of the PBIS plan, to reinforce the same positive behaviors at home and at school.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches, Trust, Curriculum, Pbis, Academic gain, Diverse Learners, Behavior and Safety, Pbis, Aligned resources, Supports, Student engagement, Parent engagement, Behavior expectations</p>	PBIS team, classroom teachers, parents, related service providers, administration	Apr 11, 2016	Jun 30, 2018	Not started
<p>✦ Members of the MTSS team will provide training to students to run the school store as PBIS reward program.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches, Trust, Curriculum, Pbis, Academic gain, MTSS, Diverse Learners, Climate and Culture, SEL, Teacher Teams/Collaboration, Pbis, School climate, Expectations, Behavior supports, Benchmark progress monitoring, Tier 1, Behavior incentive</p>	students, teachers, paraprofessionals, PBIS/MTSS team, related service providers	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ The MTSS team will set up meeting calendar dates in advance for PBIS/MTSS team to meet and have agenda items to prepare for implementation of the PBIS/MTSS program at the start of the second semester; action steps to be implemented with students geared toward increasing socially desirable behaviors.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches, Trust, Curriculum, Pbis, Academic gain, MTSS, SEL, Teacher Teams/Collaboration, Pbis, Teacher-teacher trust & support, Student engagement, Expectations, Student success, Expectations and goals</p>	MTSS team	Sep 1, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Staff will plan school wide events/field trips in celebration of PBIS student successes and share information with families.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches, Trust, Curriculum, Pbis, Academic gain, Diverse Learners, English Learners, Attendance, Climate and Culture, Leadership, Pbis, Assessments, Grade level meetings, Academic expectations, Goalsetting, Accountability, Data analysis, Expectations, Behavior supports, Community based learning, Field trips, Behavior expectations</p>	all staff; all students; all parents	Apr 11, 2016	Jun 30, 2018	Not started
<p>✦ Teachers and related service providers will target inappropriate student behaviors and analyze data that need to be addressed in terms of changing teacher practices.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches, Trust, Curriculum, Pbis, Academic gain, MTSS, Teacher Teams/Collaboration, Pbis, Reflect and learn, Benchmark progress monitoring, Related service providers, Behavior plans, Goal setting, Teacher practice, Analysis of data</p>	teachers and related service providers, MTSS team	Apr 11, 2016	Jun 30, 2017	On-Track
<p>✦ All staff will use technology such class dojo, sandi assessment, student logger, and the MTSS logging tool to track student behavior and develop targeted behavior plans that lead to desirable student behaviors. Behavior plans will be embedded in student IEPS.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches, Trust, Curriculum, Pbis, Academic gain, MTSS, Technology, Behavior and Safety, Pbis, Academic gain, Data analysis, Data tracking, Behavior supports, Behavior plan, Goal setting, lep goals, Class dojo, Student behavior ex</p>	classroom teachers, related service providers, admin	Apr 11, 2016	Jun 30, 2018	On-Track
<p>✦ Teachers will communicate daily to parents the expected behaviors of all students through a computerized program called Class Dojo.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches, Trust, Curriculum, Pbis, Academic gain, Communication, Parent engagement, Behavior expectations, Class dojo</p>	teachers; students, parents	Apr 11, 2016	Jun 30, 2018	On-Track
<p>✦ Teachers will utilize the "Headsprout" phonics program as intervention tool for teaching students how to read.</p> <p>Tags: MTSS, Math, Diverse Learners, English Learners, Instruction, Instructional practices, Interventions, Social emotional, Academic gain, Differentiated instruction, Literacy, EI, Planning, Assessments, Progress monitoring, Grade level meetings, Accountability, Best practice, Observations, Expectations, Sandi, Student success, Learning walk, Academic supports, Strategies, Paraprofessionals, Collaboration, Data driven instruction, Literacy/Reading, Technology, Diverse Learners, Interventions, Differentiated instruction, Assessments, Software, Instructional strategy</p>	Teachers	Apr 11, 2016	Jun 30, 2018	On-Track
<p>✦ Provide students with an autism specific program from the Old Town School of Folk Music as a year long residency program to embed music into the fine arts curriculum.</p> <p>Tags: MTSS, Math, Diverse Learners, English Learners, Instruction, Instructional practices, Interventions, Social emotional, Academic gain, Differentiated instruction, Literacy, EI, Planning, Assessments, Progress monitoring, Grade level meetings, Accountability, Best practice, Observations, Expectations, Sandi, Student success, Learning walk, Academic supports, Strategies, Paraprofessionals, Collaboration, Data driven instruction, SEL, Instructional material, Music, Student enrichment, Student engagement, Best practice, Supplemental instruction</p>	Annette, fine arts teacher, paraprofessionals	Apr 11, 2016	Jun 30, 2018	Completed
<p>✦ Maintain all of our current instructional programs such as Unique Learning, Learning A-Z, Goal finder, Starfall, Brain Pop, to continue the differentiated instruction that allows and promotes student success.</p> <p>Tags: MTSS, Math, Diverse Learners, English Learners, Instruction, Instructional practices, Interventions, Social emotional, Academic gain, Differentiated instruction, Literacy, EI, Planning, Assessments, Progress monitoring, Grade level meetings, Accountability, Best practice, Observations, Expectations, Sandi, Student success, Learning walk, Academic supports, Strategies, Paraprofessionals, Collaboration, Data driven instruction, Literacy/Reading, SEL, Student enrichment, Student engagement, Math curriculum, Supplemental instruction</p>	principal, fine arts teacher, classrooms teachers	Apr 11, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Provide students with an autism specific program from Hubbard Street Chicago as a year long residency program to embed dance into the PE program and incorporate the school wellness initiative into our PE curriculum.</p> <p>Tags: MTSS, Math, Diverse Learners, English Learners, Instruction, Instructional practices, Interventions, Social emotional, Academic gain, Differentiated instruction, Literacy, EI, Planning, Assessments, Progress monitoring, Grade level meetings, Accountability, Best practice, Observations, Expectations, Sandi, Student success, Learning walk, Academic supports, Strategies, Paraprofessionals, Collaboration, Data driven instruction, PE, Curriculum, Student enrichment, Student engagement, Dance, School wellness plan</p>	PE teacher, paraprofessionals	Apr 11, 2016	Jun 30, 2018	Completed
<p>✦ Art teachers will integrate drama through literacy for students on one of the specials day, weekly.</p> <p>Tags: MTSS, Math, Diverse Learners, English Learners, Instruction, Instructional practices, Interventions, Social emotional, Academic gain, Differentiated instruction, Literacy, EI, Planning, Assessments, Progress monitoring, Grade level meetings, Accountability, Best practice, Observations, Expectations, Sandi, Student success, Learning walk, Academic supports, Strategies, Paraprofessionals, Collaboration, Data driven instruction, Literacy/Reading, Arts, Diverse Learners, SEL, Fine arts, Enrichment, Student engagement, Drama</p>	Fine Arts Teacher, ILT, administration	Apr 11, 2016	Jun 30, 2018	On-Track
<p>✦ School wellness team will implement a school wellness program at the school for all students by building an adaptive physical fitness center for the students.</p> <p>Tags: MTSS, Math, Diverse Learners, English Learners, Instruction, Instructional practices, Interventions, Social emotional, Academic gain, Differentiated instruction, Literacy, EI, Planning, Assessments, Progress monitoring, Grade level meetings, Accountability, Best practice, Observations, Expectations, Sandi, Student success, Learning walk, Academic supports, Strategies, Paraprofessionals, Collaboration, Data driven instruction, Core Instruction, Diverse Learners, PE, Student Health & Wellness, Curriculum, Physical education</p>	PE teacher, wellness team	Apr 11, 2016	Jun 30, 2018	On-Track
<p>✦ All ESL Beard teachers will work with students to modify instruction and curriculum to support learning for diverse and EL learners.</p> <p>Tags: MTSS, Math, Diverse Learners, English Learners, Instruction, Instructional practices, Interventions, Social emotional, Academic gain, Differentiated instruction, Literacy, EI, Planning, Assessments, Progress monitoring, Grade level meetings, Accountability, Best practice, Observations, Expectations, Sandi, Student success, Learning walk, Academic supports, Strategies, Paraprofessionals, Collaboration, Data driven instruction, Curriculum, Supports, ELL, Esl, Special education, Modifications, Accommodations</p>	all ESL early childhood and LBS1 teachers	May 25, 2016	Jun 30, 2017	On-Track
<p>✦ Work with ABA Instructional consultants to provide professional development to Beard staff in the development of behavior plans that will increase socially appropriate behaviors.</p> <p>Tags: Diverse Learners, SEL, Instructional practices, Academics, Professional development, Behavior supports, Transition plan, Orton Gillinham, Teachh, Curriculum professional development, Diverse Learners, Professional Learning, Behavior and Safety, Assessments, Behavior, Accountability, Expectations, Data tracking, Behavior supports, Benchmark progress monitoring, Student learning</p>	MTSS team, ABA consultants, teachers	Apr 11, 2016	Jun 30, 2018	On-Track
<p>✦ Teachers will continue to implement Orton Gillingham multi-sensory approach to teaching students how to read.</p> <p>Tags: Diverse Learners, SEL, Instructional practices, Academics, Professional development, Behavior supports, Transition plan, Orton Gillinham, Teachh, Curriculum professional development, Literacy/Reading, Diverse Learners, Assessment, Professional Learning, Professional development, Student engagement, Accountability, Best practice, Expectations, Benchmark progress monitoring, Instructional strategy</p>	classroom teachers, paraprofessionals	Apr 11, 2016	Jun 30, 2018	On-Track
<p>✦ Teachers working with students that have significant disabilities will continue to provide Structured Teacch Methodology and build task centers to promote student independence.</p> <p>Tags: Diverse Learners, SEL, Instructional practices, Academics, Professional development, Behavior supports, Transition plan, Orton Gillinham, Teachh, Curriculum professional development, Literacy/Reading, Math, Diverse Learners, Assessment, Professional Learning, Professional development, Progress monitoring, Student engagement, Accountability, Best practice, Expectations, Instructional strategy</p>	classroom teachers, paraprofessionals	Apr 11, 2016	Jun 30, 2018	On-Track
<p>✦ Staff members will be CPR trained to ensure student safety at the school.</p> <p>Tags: Diverse Learners, SEL, Instructional practices, Academics, Professional development, Behavior supports, Transition plan, Orton Gillinham, Teachh, Curriculum professional development, MTSS, Professional development, Cpr training, Crisis intervention, Student safety</p>	10 staff members will be provided yearly CPR certification each year	Apr 11, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers will continue the implementation of the math Singapore program and differentiate for student learning; while new training is provided to all teachers that have started this year.</p> <p>Tags: Diverse Learners, SEL, Instructional practices, Academics, Professional development, Behavior supports, Transition plan, Orton gillingham, Teachh, Curriculum professional development, Math, Instructional practices, Curriculum, Professional development, Differentiated instruction, Progress monitoring, Plc, Data analysis</p>	K-3rd grade classroom teachers	Apr 11, 2016	Jun 30, 2018	On-Track
<p>✚ Teachers will continue the implementation of the Wonders Reading program and differentiate for student learning; while new training is provided to all teachers that have started this year.</p> <p>Tags: Diverse Learners, SEL, Instructional practices, Academics, Professional development, Behavior supports, Transition plan, Orton gillingham, Teachh, Curriculum professional development, Diverse Learners, English Learners, Assessment, Instructional practices, Interventions, Academic gain, Academic, Differentiated instruction, Literacy</p>	K-3rd grade classroom teachers	Sep 1, 2016	Jun 30, 2018	On-Track
<p>✚ Paraprofessionals will receive training in data tracking for student achievement.</p> <p>Tags: Diverse Learners, SEL, Instructional practices, Academics, Professional development, Behavior supports, Transition plan, Orton gillingham, Teachh, Curriculum professional development, Diverse Learners, English Learners, Assessment, Behavior and Safety, Bilingual, Instruction, Instructional practices, Data, Interventions, Academic gain, Academics, Differentiated instruction, Cpr training, Cpi training</p>		Apr 11, 2016	Jun 30, 2018	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students 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 supplant 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.

Beard currently does not have NCLB or Title 1 funding. Beard does however have an open house in September where academic assessment tools are explained to parents. We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. All academic topics and IEP goals are covered on these progress monitoring reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction. Parents are also invited to the state of the school address normally delivered in January before an LSC meeting. Parents are also invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers also plan a meeting that discusses and has open dialogues with parents in their field of specialization. Up to three different events are held monthly to engage either the students or parents in getting them actively involved in the school. The school also has a very active and involved Friends of Beard organization that has families involved in social fundraising events and fun activities geared toward the students. These events take place monthly. All teachers and paraprofessionals are hired based upon being qualified for the position. Any highly qualified letters requested by parents are fulfilled which state that all Beard staff are highly qualified for the positions that they are in.

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

Beard currently does not have NCLB or Title 1 funding. Beard does however have an open house in September where academic assessment tools are explained to parents. We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. All academic topics and IEP goals are covered on these progress monitoring reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction. Parents are also invited to the state of the school address normally delivered in January before an LSC meeting. Parents are also invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers also plan a meeting that discusses and has open dialogues with parents in their field of specialization. Up to three different events are held monthly to engage either the students or parents in getting them actively involved in the school. The school also has a very active and involved Friends of Beard organization that has families involved in social fundraising events and fun activities geared toward the students. These events take place monthly. All teachers and paraprofessionals are hired based upon being qualified for the position. Any highly qualified letters requested by parents are fulfilled which state that all Beard staff are highly qualified for the positions that they are in.

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.

Beard currently does not have NCLB or Title 1 funding. Beard does however have an open house in September where academic assessment tools are explained to all parents, then explained again during their own personal meetings and at parent teacher conferences. At every IEP meeting, academic assessment tools are also discussed. We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. All academic topics and IEP goals are covered on these progress monitoring reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction. Parents are also invited to the state of the school address normally delivered in January before an LSC meeting. Parents are also invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers also plan a meeting that discusses and has open dialogues with parents in their field of specialization. Up to three different events are held monthly to engage either the students or parents in getting them actively involved in the school. The school also has a very active and involved Friends of Beard organization that has families involved in social fundraising events and fun activities geared toward the students. These events take place monthly. All teachers and paraprofessionals are hired based upon being qualified for the position. Any highly qualified letters requested by parents are fulfilled which state that all Beard staff are highly qualified for the positions that they are in.

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.

Beard currently does not have NCLB or Title 1 funding. Beard does however have a local school council which meets the first Thursday of every month. An open house in September allows teachers to review the curriculum and assessment tools. We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. All academic topics and IEP goals are covered on these progress monitoring reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction. Parents are also invited to the state of the school address normally delivered in January before an LSC meeting. Parents are also invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers also plan a meeting that discusses and has open dialogues with parents in their field of specialization. Up to three different events are held monthly to engage either the students or parents in getting them actively involved in the school. The school also has a very active and involved Friends of Beard organization that has families involved in social fundraising events and fun activities geared toward the students. These events take place monthly. All teachers and paraprofessionals are hired based upon being qualified for the position. Any highly qualified letters requested by parents are fulfilled which state that all Beard staff are highly qualified for the positions that they are in.

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.

Beard has an open house in September where academic assessment tools are explained to parents. Assessment tools are also explained at every IEP meeting. We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. All academic topics and IEP goals are covered on these progress monitoring reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction. Parents are also invited to the state of the school address normally delivered in January before an LSC meeting. Parents are also invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers also plan a meeting that discusses and has open dialogues with parents in their field of specialization. Up to three different events are held monthly to engage either the students or parents in getting them actively involved in the school. The school also has a very active and involved Friends of Beard organization that has families involved in social fundraising events and fun activities geared toward the students. These events take place monthly. All teachers and paraprofessionals are hired based upon being qualified for the position. Any highly qualified letters requested by parents are fulfilled which state that all Beard staff are highly qualified for the positions that they are in.

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.

Beard has an open house in September where academic assessment tools are explained to parents. We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. All academic topics and IEP goals are covered on these progress monitoring reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction. Parents are also invited to the state of the school address normally delivered in January before an LSC meeting. Parents are also invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers also plan a meeting that discusses and has open dialogues with parents in their field of specialization. Up to three different events are held monthly to engage either the students or parents in getting them actively involved in the school. The school also has a very active and involved Friends of Beard organization that has families involved in social fundraising events and fun activities geared toward the students. These events take place monthly. All teachers and paraprofessionals are hired based upon being qualified for the position. Any highly qualified letters requested by parents are fulfilled which state that all Beard staff are highly qualified for the positions that they are in.

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.

Beard has an open house in September where academic assessment tools are explained to parents. We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. All academic topics and IEP goals are covered on these progress monitoring reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction. Parents are also invited to the state of the school address normally delivered in January before an LSC meeting. Parents are also invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers also plan a meeting that discusses and has open dialogues with parents in their field of specialization. Up to three different events are held monthly to engage either the students or parents in getting them actively involved in the school. The school also has a very active and involved Friends of Beard organization that has families involved in social fundraising events and fun activities geared toward the students. These events take place monthly. All teachers and paraprofessionals are hired based upon being qualified for the position. Any highly qualified letters requested by parents are fulfilled which state that all Beard staff are highly qualified for the positions that they are in. Teachers will attend training as necessary to become experts at achieving standards with students.

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.

Parents will be provided with opportunities to attend monthly training sessions that are presented by the Beard School related service provider team in their specialized areas of instruction. The school has also had many technology nights in which resources and technologies that are used with students are demonstrated to parents to use with their students. Passwords are provided to parents to use at home. Software programs are purchased and aligned to program needs. Quarterly attendance rewards are also provided to students with the best attendance. There is a yearly movie that is shown to all students and parents as a reward for the most improved attendance.

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.

Parents will be openly welcome into Beard. Tours will be offered twice a month. Parents will be invited to attend all IEP meetings regarding their children. A communication home school binder will be sent home every night. Weekly newsletters will go home. Constant contact, facebook updates, website updates and letters home to parents will encourage parent involvement. Beard has an open house in September where academic assessment tools are explained to parents. We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. All academic topics and IEP goals are covered on these progress monitoring reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction. Parents are also invited to the state of the school address normally delivered in January before an LSC meeting. Parents are also invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers also plan a meeting that discusses and has open dialogues with parents in their field of specialization. Up to three different events are held monthly to engage either the students or parents in getting them actively involved in the school. The school also has a very active and involved Friends of Beard organization that has families involved in social fundraising events and fun activities geared toward the students. These events take place monthly. All teachers and paraprofessionals are hired based upon being qualified for the position. Any highly qualified letters requested by parents are fulfilled which state that all Beard staff are highly qualified for the positions that they are in. Teachers will attend training as necessary to become experts at achieving standards with students.

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.

Parents will be openly welcome into Beard. Tours will be offered twice a month. Parents will be invited to attend all IEP meetings regarding their children. A communication home school binder will be sent home every night. Weekly newsletters will go home. Constant contact, facebook updates, website updates and letters home to parents will encourage parent involvement. Beard has an open house in September where academic assessment tools are explained to parents. We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. All academic topics and IEP goals are covered on these progress monitoring reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction. Parents are also invited to the state of the school address normally delivered in January before an LSC meeting. Parents are also invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers also plan a meeting that discusses and has open dialogues with parents in their field of specialization. Up to three different events are held monthly to engage either the students or parents in getting them actively involved in the school. The school also has a very active and involved Friends of Beard organization that has families involved in social fundraising events and fun activities geared toward the students. These events take place monthly. All teachers and paraprofessionals are hired based upon being qualified for the position. Any highly qualified letters requested by parents are fulfilled which state that all Beard staff are highly qualified for the positions that they are in. Teachers will attend training as necessary to become experts at achieving standards with students.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Parents will be openly welcome into Beard. Spanish translations are offered to all verbally and orally if English is not their first language. Tours will be offered twice a month. Parents will be invited to attend all IEP meetings regarding their children. A communication home school binder will be sent home every night. Weekly newsletters will go home. Constant contact, facebook updates, website updates and letters home to parents will encourage parent involvement. Beard has an open house in September where academic assessment tools are explained to parents. We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. All academic topics and IEP goals are covered on these progress monitoring reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction. Parents are also invited to the state of the school address normally delivered in January before an LSC meeting. Parents are also invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers also plan a meeting that discusses and has open dialogues with parents in their field of specialization. Up to three different events are held monthly to engage either the students or parents in getting them actively involved in the school. The school also has a very active and involved Friends of Beard organization that has families involved in social fundraising events and fun activities geared toward the students. These events take place monthly. All teachers and paraprofessionals are hired based upon being qualified for the position. Any highly qualified letters requested by parents are fulfilled which state that all Beard staff are highly qualified for the positions that they are in. Teachers will attend training as necessary to become experts at achieving standards with students. Parents will have a transition program provided to them with the information being translated into Spanish if needed.

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)

All boxes have been checked.

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.)

Our mission is to provide a common core aligned academic curriculum to students within a child centered and supportive environment that result in both increased student achievement and appropriate socially desirable behaviors. Programs and services are designed to meet existing needs of the student and his/her family in preparation for success at their next school setting. This will be accomplished through high quality instruction and behavior supports, intensive professional development for all staff, and a highly developed level of collaborative school and parental partnership.

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.

Twice a year, the school day for students will be cancelled to allow time for parents and teachers to sit down and talk about the progress of the student during parent teacher conference days. During quarters 1 and quarter 3, the classroom teacher will designate a block of time to all families to come in pick up each student's report card. The two parent teacher conference dates established by the district this year are 11-9-2016 and 4-19-2017.

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 receive information on student progress through daily home communication binders. At the end of the week, the teacher will send home any work that the student has completed. Progress notes from class dojo and catalyst will be sent home as it is analyzed. Attendance reports will go home as they are generated, along with five week progress reports. During quarters 2 and 4, report cards will be sent home with students. All teachers input grades into gradebook, so that parents can view information at any time. During every student's annual IEP meeting, a full work up on progress for academic, social and emotional growth is provided by the entire school team which is composed of the teacher, psychologist, social worker, nurse, speech, physical therapist and occupational therapist.

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

All teachers will meet with parents throughout the course of the year. It is requested that a meeting be requested in writing. Once a mutually agreeable time is set for both the teacher and the parent, then the meeting can take place. Meetings generally are a half hour long during the teachers prep, however can also be arranged both before and after school with enough notice of time. Parents also can communication with teachers via email or write in the home school communication binder. Parents can also request in writing if they would like to have their therapists observe students. Invitations to all the events at the school will be completed via Facebook, remind.com, constant contact, email, twitter, letters home, weekly newsletters, and our school website.

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.

The home-school connection is vital in creating a strong and healthy partnership between parents and staff. Volunteering at Beard School provides multiple opportunities for parents to be actively involved in student and school related activities. Ongoing volunteer opportunities include working in classrooms with small groups, running technology groups, preparing materials, mentoring other parents, supervising students on the playground, in the lunchroom, in student centers, community based field trips, and school wide field trips. Additional opportunities are available in the office with tasks such as Xeroxing, laminating, delivery of materials to classrooms, etc. Homeroom moms and dads are welcome and encouraged using forms from our school website.

If you are interested in sharing your time and talents at Beard, we ask that you complete a CPS Volunteer Application. Parents can fill out the volunteer application on the CPS website and seek to obtain approval to become a volunteer. Fingerprinting, background checks and TB tests are a part of the new volunteer policy. Once all of your forms have been submitted; you will be notified by email when your status as a volunteer has been approved.

We know that your time is at a premium; so we will work with you to create a flexible schedule that meets your needs. Volunteering can be done on a daily, weekly, monthly or quarterly basis. We know that great things can happen when parents and teachers work together for the best interest of our children. Thank you for considering a volunteer experience at Beard; together, we can make a difference in the lives of our students! Parents are needed to volunteer at school wide functions and events. Parents are consistently invited to join the LSC, sub committees of the LSC and the Friends of Beard. Parents can also request in writing if they would like to have their therapists observe students. Families must complete the ODLSS request form and it must be approved by administration before parents and therapists can observe students.

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

Parents will support student learning by attending all meeting requests from the teacher. They will read all information sent home via communication methods and sign the binder on a daily basis. Parents will help students practice any homework and ensure students go to bed early so that they can have a good night's sleep. Parents will also use the absence flyer to determine when are appropriate times for students to stay home sick. Parents will meet with teachers to develop attendance plans if students exceed unexcused absences or are significantly tardy in bringing their children to school. At the beginning of the school year, all parents will sign and return a parent attendance contract highlighting the attendance initiatives that we have at the school. Parents will also help contribute to their children's needs by paying the school fee.

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

Engaging parents at Beard is a large part of our mission. Beard has an open house in September where academic assessment tools are explained to all parents, then explained again during their IEP meetings and again at parent teacher conferences. At every IEP meeting, academic progress goals are developed in conjunction with parent input and is discussed in great length and detail. These reports also include all the related service provider reports.

We conduct a meet and greet the first week of school that invites parents and students on Friday at 1:30, where parents have a chance to ask questions and provide input. We send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution and parent teacher conference. Meetings can be set up to allow parents for input. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to be apart of the school's curriculum advisory committee to have their input for the curriculum selection. During the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated and included to improve the school's academic direction. Parents are also invited to the "state of the school address" which is delivered in January before an LSC meeting. Parents are invited to join the field trip committee to align it to the curriculum and have input into the selection of which trips to attend. On a monthly basis, related service providers from Beard plan meetings with parents where all in attendance openly ask them questions in the their field of specialization. The school also has a very active and involved Friends of Beard organization that helps the school raise funds, and provides families with opportunities to engage in fun social outings during summer break and throughout the school year.

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 have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with the school. Enrichment opportunities, that are in addition to the daily curriculum and instruction of students includes: Music from the Merit School of Music, Dance from the Hubbard Street Dance Chicago, a Dog Therapy Reading Program with SitStayRead, Partners in Play with students from Edison Gifted Regional, Recess Buddies with students from Garvey School, Be Kind program with students from Oriole Park, Yoga, Fun Fitness exercise program, Young Athletes Special Olympics, CircEsteem, MeMoves, ESL support, computer class, Red Kite Children's Theater, Urban Gateways Visual and Digital Media, Chicago Botanic Gardens partnership, Beard School Garden, SS Grin SEL program for our preschool students, Preschool Partners in Play Program, Winter Assemblies, Art and Movement, Music Around the World, Cooking with Friends Class, Creative Movement and Dance, Walkathons, Field Trips, Children's Puppet Theater, IPAD Photography, Science Fair, Attendance Incentive Rewards program from Horace Mann Insurance, Dancing around the World, Track and Drama through Literacy, Family Reading Day, International Day Fest, School Plays, Science Fair, Movie Night, Museum Outings, and Jump Zone fundraiser. In the art program students are involved in creating art works for "Square 1 Art" which as part of a school fundraiser are donated as tile to become a permanent part of the school tile wall. At the end of the year, students with the most improved attendance will be eligible to participate in Movie Night held in June.

Students have equitable access to rigorous courses/programming through the following curriculums and supports. All instruction is delivered to students in small group settings utilizing all the adults in the classroom. All preschool teachers work with the Early Childhood Creative Curriculum using play based learning models. Many software apps purchased by the school to support learning are of high interest to the students. Programs that students love to use, are continually provided for them.

Decisions and student involvement are IEP based relevant to academic and social-emotional needs per each student. Teachers have set up culturally responsive classrooms to meet the needs of all learners, including ELL students and students of other cultural backgrounds. Several students receive social/emotional or psychology services to help them deal with personal areas of concern and growth. Classrooms are centered around culturally responsive teaching. Students work on both academic skills that are individualized as well as social/emotional and independent functioning skills.

Beard School practices errorless learning methods to teach children. Student choice is the foundation of the "work for card" in which students can choose their reward activity that motivates them for by completing behavioral and academic tasks successfully.

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.

Beard School does not receive Title 1 funding, therefore this is not applicable.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**
 52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	Amount	.00
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53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	Amount	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	Amount	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel 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 be used only by parents.	\$	Amount	.00