Blair Early Childhood Center (/school-plans/31) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	Karen A. Bryar, Elizabeth Hendry, Elyse Lyons, Theresa Karstrand, Dana Walery, Julie Kujawa, Nancy McDermott, Theresa Karstrand, Kelly Connolly, Therese Schuld, Bridget Kennedy, Emma Vis, Amy Basinski Long	Review of CIWP power point for 2016-2018, review of current CIWP and review of staff and parent survey results
02/18/2016	Karen A. Bryar, LSC Members	Review of CIWP power point and decided on LSC Members to participate in the CIWP process
03/08/2016	Karen A. Bryar, Elizabeth Hendry, Elyse Lyons, Theresa Karstrand, Dana Walery, Julie Kujawa, Nancy McDermott, Theresa Karstrand, Kelly Connolly, Therese Schuld, Bridget Kennedy, Emma Vis, Amy Basinski Long	Discuss and Design the School Excellence Framework
03/09/2016	Karen A. Bryar, Elizabeth Hendry, Elyse Lyons, Theresa Karstrand, Dana Walery, Julie Kujawa, Nancy McDermott, Theresa Karstrand, Kelly Connolly, Therese Schuld, Bridget Kennedy, Emma Vis, Amy Basinski Long	Discuss and Design the School Excellence Framework
03/15/2016	Karen A. Bryar, Elizabeth Hendry, Elyse Lyons, Theresa Karstrand, Dana Walery, Julie Kujawa, Nancy McDermott, Theresa Karstrand, Kelly Connolly, Therese Schuld, Bridget Kennedy, Emma Vis, Amy Basinski Long	Prioritize Framework to determine priorities and strategies
03/16/2016	Karen A. Bryar, Elizabeth Hendry, Elyse Lyons, Theresa Karstrand, Dana Walery, Julie Kujawa, Nancy McDermott, Theresa Karstrand, Kelly Connolly, Therese Schuld, Bridget Kennedy, Emma Vis, Amy Basinski Long	Formulate strategies and areas of focus
03/17/2016	Karen A. Bryar & LSC Members	Reviewed the DRAFT CIWP for input and feedback
03/07/2016	Karen A. Bryar, Elizabeth Hendry, Elyse Lyons, Theresa Karstrand, Dana Walery, Julie Kujawa, Nancy McDermott, Theresa Karstrand, Kelly Connolly, Therese Schuld, Bridget Kennedy, Emma Vis, Amy Basinski Long	CIWP Members met in their respective group to collaborate and write their portion of the SEF
03/10/2016	Karen A. Bryar, Elizabeth Hendry, Elyse Lyons, Theresa Karstrand, Dana Walery, Julie Kujawa, Nancy McDermott, Theresa Karstrand, Kelly Connolly, Therese Schuld, Bridget Kennedy, Emma Vis, Amy Basinski Long	CIWP Members met in their respective group to collaborate and write their portion of the SEF
03/14/2016	Karen A. Bryar, Elizabeth Hendry, Elyse Lyons, Theresa Karstrand, Dana Walery, Julie Kujawa, Nancy McDermott, Theresa Karstrand, Kelly Connolly, Therese Schuld, Bridget Kennedy, Emma Vis, Amy Basinski Long	CIWP Members met in their respective group to collaborate and write their portion of the SEF
04/28/2016	Karen A. Bryar & LSC Members	Reviewed and Approved 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.

1   2   **3**   4

The vision of Blair Early Childhood Center is that we hope for all of our students, with their diverse learning needs, will be empowered to become life long learners. We feel that they will use the skills learned at school to make decisions that will allow them to be successful in a global society. The Blair teachers, therapists and paraprofessionals work together as a team to ensure the programs for Blair students are continuously evolving. All teachers serve on a minimum of two committees. Committees meet after full implementation of a program to discuss successes and improvements that need to be made for the next year. Blair Early Childhood Center is committed to setting instructional goals that encourage our children to maximize their abilities and ensure the whole child develops physically, cognitively and medically. Our mission is to support all of the learning needs of our students to maximize independence and build a solid foundation on which to go out into the community/world to be productive members of society. We will achieve this by creating a positive learning climate/educational environment that promotes the child first theory by providing all necessary services, content, data driven improvement, unlimited opportunities, guidance and support by all who are involved with the children both in a professional capacity and through family/community partnerships.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

Blair's Instructional Leadership Team is comprised of teachers from all grade levels to ensure fair representation of each grade level. ILT members are then able to share concerns from all teachers represented at their grade level meetings. The ILT's main mission is to help determine the path that the school will take in the implementation of the Common Core State Standards. The ILT, with input from all staff, designs and develops professional development based on the needs of the students and the staff. The ILT has reflected upon it's own effectiveness by continually working and modifying the Cycle of Continuous Improvement. The ILT members review data at grade level meetings to determine the implementation of Common Core Standards and how they can be adapted to children with a modified curriculum. The ILT asks for input from all staff to determine professional development needs. The ILT has put together a collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated. The powerful practice requires Blair teachers to do different things for different students and experiment with technology to see what motivates the students and provides learning opportunities. The staff is provided with many opportunities to engage in professional learning. Throughout the year, the staff engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making. The benefits of professional learning to the Blair teachers include reduced isolation of teachers, better-informed and committed teachers, and academic gains for all of our students.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   **3**   4

The administration and ILT team have facilitated professional development through distributed leadership allowing all staff members to participate. They have developed a detailed plan for improving instruction and student learning and communicating this plan to everyone at the school. The ILT leads and oversees the enactment of the plan by providing professional development and supporting teacher learning and doing. With the team, the administration has monitored plan enactment; identifying and responding to professional development needs, obstacles and challenges to ensure progress. The administration has met with her Instructional Leadership Team to ensure that the school engages in a comprehensive visioning process that clearly articulates the commitment to using technology to differentiate instruction. The teachers understand the principles and fundamentals of differentiated instruction as the ILT creates structures in the school that are flexible, learner-centered, supportive of the needs of teachers, and based on the best practices for differentiating instruction. The teachers have been made aware that this practice is doing what is fair and developmentally appropriate for students with the use of technology. The ILT has put together a collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated. The powerful practice requires Blair teachers to do different things for different students and experiment with technology to see what motivates the students and provides learning opportunities. The staff is provided with many opportunities to engage in professional learning. Throughout the year, the staff engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making. The benefits of professional learning to the Blair teachers include reduced isolation of teachers, better-informed and committed teachers, and academic gains for all of our students.

Our Continuous Cycle of Improvement is evolving and challenging us to improve the ways to use student data to improve academic rigor and student performance. Differentiation is a constant practice by our staff at Blair. Each of our classrooms has a SMART Board and technology is enhancing our ability to authentically differentiate for all students. As an ILT we are looking at the skill of attending. We will track the individual student data of attending to a literacy component on the SMART Board. The teaching staff will each conduct a SMART Board Learning Snapshot where they will observe each other, conduct an immediate discussion concerning the observation, reflect how the information from the observation may be used by the observer, and apply the new information in their own classroom. The data from the Snapshot will be compiled by the ILT and a summary of the results will be shared with the Principal. The results of the individual student attending data will be collected weekly by the teachers. We are looking for strands and trends that will show us how technology is helping to improve students' attending skills in the area of literacy. Interpreting this data will help to inform classroom instruction. Designing a survey for teachers to see what classroom materials are needed will be a follow up activity.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

Score

1   2   **3**   4

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

Blair's staff is in constant contact with outside agencies, hospitals, specialized equipment companies and home visits throughout the Chicagoland area. There is consistent follow through to ensure that the parents are connected with all appropriate agencies. The School Social Worker works diligently with community organizations to find resources for our parents. She also has made a strong partnership with the Chicago Park Districts with their special recreation programs. Home visits are completed when deemed necessary. The physical therapists work with the wheelchair vendors to have a wheelchair clinic at school. Our nurses assist the parents with specialized medical needs and equipment needs.

Blair's teachers are highly qualified and all classrooms have ESL supports in place. Our staff has a very high retention rate and many teachers who retire from Blair return to be qualified, invaluable substitute teachers. Our paraprofessionals are also highly qualified. In order to determine staff allocations, the administration reviews the IEP's and designs schedules with specific time frames that work around the students related therapy schedules. Our students predominantly have IEP's and they receive individualized attention based on their goals, accommodations and modifications as designed by their team of service providers which includes their parent/s.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

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

Score

1   2   **3**   4

> Teachers develop units of study (curriculum maps), built around the Common Core State Standards, for the school year. Each unit pairs standards with student objectives, texts, and assessments. Each unit map contains the following elements: essential questions, focus standards, student objectives, literary and informational texts, technology, and assessments. Each unit map includes the ways the teachers differentiate instruction for our students with diverse learning needs. In addition, teachers include a component focusing on the English Language Learners, and how to accommodate and enhance instruction to meet their language needs. The amount of time allotted to each unit is based on the level of the students and how quickly they learn. The use of formative assessments is helpful in determining skill level so units can be adequately addressed in the time available. The units of study serve as a road map in designing weekly lessons. Teachers have all had the opportunity to order appropriate texts (both literary and informational) included in their unit, to support the Common Core Standards and better enhance their lessons.
>
> Teachers also design and integrate thematic units as part of the curriculum maps designed for our students. The teacher integrates all of the curricular areas under one theme. Teaching language arts through thematic units across the curriculum typically integrates broad areas of knowledge, such as social studies, science, and math with the teaching of the four major language skills: reading, writing, listening, and speaking. The thematic units always cover multiple disciplines. The units greatly enhance learning because they integrate different intelligences and topics into a single lesson, and mirrors how our young children, actually learn.
>
> Students at Blair have standards-based IEPs with goals written aligned to the Common Core State Standards and the Illinois Learning Standards- the goal is for students to work toward doing grade-level work and to make progress if they get the right support and services. Even our severely disabled students, whose cognitive abilities may make it difficult for them to ever fully operate at grade level, will be exposed to grade-level content with a standards-based IEP. This way there is still a progression through the years toward grade-level performance. Aligning our students' special education program with learning expectations for all students helps ensure that students with disabilities benefit from school accountability and improvement activities just like other students. Our blended classrooms have created a culture for the students to become stewards of their own learning. Each student's IEP provides the plan for the students' development over the course of the next year. Appropriate accommodations and modifications are stated in the IEP based on individual needs and then each student receives differentiated instruction based on their IEP. Each and every student has a stimulating environment that enables him or her to develop physically, emotionally, socially and cognitively. Teachers integrate academic and social-emotional learning. Teachers use the Early Learning Standards, in the IEP and in instruction, to focus on social and emotional development to address the children's relationships with others-adults and other children- their sense of personal identity and self-confidence, and their ability to regulate emotions and behavior.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-

content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
- Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1   2   **3**   4

The grade level teams continually determine the materials and supplies that support student involvement in the Common Core State Standards. Teachers discuss the needs of materials in their classroom at monthly grade level meetings as they are keeping abreast current educational trends that may result in the need new and updated materials. All materials provided are developmentally appropriate and geared toward the population in each specific classroom. Each room is well equipped with manipulatives, books, software, and supplies. Blair has a resource library with a huge variety of books and software available to the teachers at any time. When developing units and lessons, teachers access the resource library for age-appropriate levels of texts so each student can access the content. The teachers meet with the bilingual team to discuss appropriate materials for the EL students in each class. Materials are continually updated to meet the needs of all learners including EL's, and students with disabilities with an intense focus on technology. Keeping abreast current technology trends has been at the forefront of the goals for Blair Early Childhood Center. Each classroom is equipped with a SMART Board, iPads with several educational apps, and age-appropriate learning software. Our belief is that the integration of technology is about increasing student engagement and learning. Learning through technology is a huge benefit for students with special needs. Access to technology has been provided for each student. The technology at Blair has contributed to increased efficiency and more time for learning. Technology has also changed the way teachers and students share their work to enhance learning. Blair's goal is to make digital technology as available and transparent as paper, pencil, and books were in the past learning process. We have made sure that technology is effectively integrated into the curriculum and has provided on-going professional development to the teachers to keep abreast current technology trends that learn new and innovative ways to integrate technology in the classroom. The SMART Board use with our population of students with special needs have made huge strides in learning. The best lessons created are visually engaging and interactive lessons. Since students with special needs frequently respond well to visuals, the SMART Board took this one step further by projecting really large visuals. The technology provided in our classrooms provides us with an easy way to project worksheets, pictures for background knowledge, or any other visuals to share with the entire class. SMART Boards support our teaching by offering students many ways to learn information, express ideas, and demonstrate understanding. The SMART Board also allows us to address different learning styles - visual, auditory and kinesthetic. This technology engages all types of students and facilitates differentiated instruction.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

Due to the diverse learning needs of the Blair students, all of the instruction is differentiated and students receive accommodations and modifications as reflected in each individual IEP. All instruction is aligned to the Common Core State Standards. Instruction for the 3 and 4-year-old students is continually being examined and adjusted to prepare the students for the Common Core State Standards in kindergarten and first grade. Many students academic programs are significantly modified, but the teachers have a clear understanding of the standard that they use to drive instruction. Individualized Education Plans address students' educational needs and the sequence skills to be mastered. Teachers scaffold instruction on a daily basis to ensure students' success. Teachers regularly use data to inform instruction.

The goal for teachers and students at Blair school is to engage the students in a rigorous, well-rounded instructional program for success in college, career and life. We are achieving our collective goals with a vision of high quality education using strategies that move our students forward to become critical thinkers, effective communicators and responsible citizens. Rigorous expectations for teacher planning will provide rigorous expectations for student learning. The teachers use data sharing, assessments and professional development to scaffold learning for our students, to create Common Core aligned curriculum, instruction an assessment strategies.

All teachers are familiar with and use the College and Career Ready Blueprints for teaching strategies aligned to the Common Core Standards. This is used with informational texts and literacy texts to design rigorous curriculum and powerful instruction for our diverse learners. These texts are readily available in the classrooms and school library.

All teachers meet in grade level meetings monthly to share data on benchmarks and IEP goals, teacher made assessments, teacher observations and attending goals in combination with technology for our cycle of improvement. Different materials used in the classroom instruction are discussed and shared to enhance lesson planning and contribute to the Professional Learning Community.

Teachers are supported on how to design common core instruction through professional development and appropriate materials.

Assessments will measure student progress during the year showing the breadth and depth of Common Core learning. Assessment data determines where students need extra support to reach goals. The teachers use the Brigance Inventory of Early Development II as well as the Carolina Curriculum for Preschoolers With Special Needs, is used across the grade levels at the end of each school year to show student growth in all areas of the curriculum. The information gained from the Brigance is used to help align student tasks with Common Core Standards to engage the learners in a rigorous curriculum. The REACH performance assessment is given at the beginning and end of the year. It demonstrates individual student progress in Language Arts and Math. Student mastery of IEP goals and benchmarks

The ILT meets to discuss and determine appropriate and effective workshops and demonstrations to meet the needs of our diverse learning population and further our cycle of improvement goals in technology and differentiation. Professional Development provides the teachers with information and resources to develop challenging content for our students and provide more opportunities for our learners.

Guide for Rigorous Student Tasks

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

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

All staff members reinforce not only high academic expectations for the students, but build upon the students' self esteem and independence. The students at Blair learn important pre-requisite skills in all academic areas that will benefit their long-term goals and achievements. Embedded in all of the programs are high expectations for all students even though many will always be dependent on others and will face life long challenges. Each student is encouraged to develop leadership qualities and provided special opportunities to explore different rolls within the school community. Students at Blair are exposed and engage in hands-on field trips that emphasize the range of future career paths. Community based skills are encouraged daily through programs like Judo, Gardening Club, Suzki, and Interpretive Dance. Within these programs students learn to discover personal talents and skills that would be useful in the professional world. Families are provided with information to involve their children in local, age-appropriate recreational activities that the Chicago community offers. This is one of the many ways Blair involves parents in the academic process. When students age out of Blair they are ready to transition to their next school. Before this takes place, a transition meeting is held for families to gain further information. At this meeting, each parent is given a packet with tips and important contact information they may need, within Chicago Public Schools. The Principal, Assistant Principal, Counselor and School Social Worker hosts the meeting and answers common questions parents usually have about their child transitioning to a new school. Additional support is given to the families who are applying to an Options of Knowledge program. Parents use this time to talk to one another and get the information they need from the school to ensure a successful transition. Teachers at Blair ensure that the transition is successful for each student by meeting their specific needs. Some students benefit from summer learning experiences and Blair offers Extended School Year for the students that need this extra support. Though Blair Early Childhood Center has very little to do with the college application and entry process, we pride ourselves on teaching our students functional skills that they will use the rest of their life.

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.

Instruction:

Score

1 2 **3** 4

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.

All teachers have developed and continue to develop new unit plans based on the Common Core State Standards. These units are currently being implemented in all classrooms school wide. Teachers have all ordered and are currently implementing appropriate texts and materials to support the Common Core State Standards. Each student's IEP provides the plan for the students' development over the course of the next year. Team members have improved the development and quality of the IEPs by including more specific data on students progress and needs. Appropriate accommodations and modifications are stated in the IEP based on individual needs and then each student receives differentiated instruction based on their IEP. Due to the diverse learning needs of the Blair students, all of the instruction is differentiated and students receive accommodations and modifications as reflected in each individual IEP. Instruction for the 3 and 4 year olds is continually being examined and adjusted to prepare the students for the Common Core State Standards in Kindergarten and First Grade. Many students' academic programs are significantly modified, however, the teachers have a clear understanding on how to provide rigorous instruction to meet all students needs and challenges. Individualized Education Plans address students' academic, social emotional, developmental functioning, communication, and behavioral needs and plan for the sequence of skills to be mastered. Teachers scaffold instruction on a daily basis to ensure students' success. Teachers regularly use data to inform instruction. New teachers are paired with mentors who provide guidance and support as teachers hone their instructional skills. The focus of the school's Cycle of Continuous Improvement has been to improve student's achievement by expanding teacher's skills in the use of technology to enhance instruction. Teachers have been able to expand differentiated instruction through the use of technology. Most teachers have gotten their ESL endorsements and are utilizing bilingual strategies and materials daily when appropriate. Bilingual support is also provided by bilingual aides. Teachers communicate well with students. Teachers use visual cues to give students instructions. Teachers explain task to students and break it down into smaller steps depending on each student's needs. Teachers use step-by-step visual directions when needed. Teachers communicate learning objectives for lessons to students in manners that best suit their learning. Teachers clearly explain the task using developmentally-appropriate words, gestures, signs, and materials depending on student's individual needs. Teachers use questioning and discussion techniques when appropriate. Students are provided with pictures/objects/manipulatives related to the content of the task. The teachers appropriately scaffold for each student. Teachers will provide students with visual and tactile cues when asking questions. Teachers provide extra response time when asking questions. Teachers break down a high level thinking question into, lower level questions to scaffold higher-level thinking. Teachers engage students in learning. Teachers scaffold and differentiate instruction for students. Teachers integrates multi-sensory materials in order to increase student engagement and understanding. Texts and materials are high-interest and developmentally appropriate. Teachers provide accommodations and modifications to ensure that students have access to text. Teachers use visual schedules and timers. Teachers also use flexible grouping of students during small group lessons. Teachers use informal assessment in instruction. Teachers monitor student learning by checking for understanding during lessons. Formative assessment include date collection recorded per the mastery criteria of the IEP goal/benchmark. Teachers demonstrate flexibility and responsiveness. Teachers are able to shift lessons when necessary. Teachers are able to recognize students' needs based on behavior cues and respond appropriately with a variety of different strategies. Teachers provide a classroom environment that is responsive to the sensory needs of students. Teachers adjust the length of a lesson if students are having difficulty understanding. Tasks for each student are designed to provide as much independence as possible. Teachers provide opportunities for reteaching and/or providing cues to activate prior knowledge as a part of instructional practice.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

Most students at Blair are placed by ODLSS based on their Individualized Education Plans. Most of the students are in an instructional special education classroom. When a child enrolls at Blair, an intake meeting is held with the parent and all of the service providers that will be involved with the student to review the IEP. All students are formally assessed within 6 weeks of entering the school and reassessed near the end of the school year. Teachers keep data on each student documenting skill acquisition per IEP. Some students have behavior plans that are developed and monitored by the school team members and the parents. Students are placed in classrooms based on age and needs, and when students' needs change they are moved or included in other classrooms. These decisions are based on data and team input. ELs are supported by teachers who are endorsed with ESL, bilingual aides, modifications and accommodations. Students enrolled in Ready to Learn are screened within weeks of enrollment on the ESI/R and ASQ-SE. Depending on performance students may be re-screened or referred for further evaluation.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

Blair does not have the whole school data provided by CPS. Students are assessed individually due to their young age and disabilities. Individual student data is managed by each individual teacher and differs according to grade level and students' ability level. Most data is based on individual skill acquisition. All students receive all accommodations and modifications necessary for them to demonstrate their knowledge and skills. A variety of assessments are used to determine student progress and future needs. Teachers are using beginning of year (BOY) and end of year (EOY) REACH assessments to demonstrate students progress. Most students are assessed using The Brigance Inventory of Early Development II at least one time per year. Results are compared from year to year to determine student's growth and skill level. All students enrolled in Special Education programs receive an IEP report card based on their individual goals and benchmarks. ELs who are 3-4 years old are assessed on the Pre-IPT within 30 days after enrollment. ELs who are Kindergarten age are assessed on the Model K within 30 day after enrollment. Kindergarten and First Grade students who are English Learners are also given the ACCESS K and 1. An alternate assessment for ACCESS is given to Severe and Profound and students with Autism who are English Learners. Students enrolled in Ready to Learn are tested 3 times a year using Teaching Strategies GOLD. They receive a family report card twice a year. They are screened within weeks of enrollment on the ESI/R and ASQ-SE and the assessment results are used to identify children with learning challenges.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Culture for Learning:

Score

1   2   **3**   4

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

All staff members reinforce not only high academic expectations for the students, but build upon the students' self esteem and independence. Embedded in all of the programs are high expectations for all students even though many will always be dependent on others and will face life long challenges. Each student is encouraged to develop leadership qualities. Multi-sensory instructional supports and strategies, modifications to the learning environment, and differentiation of instruction are used to engage students, encourage completion of tasks, and promote investigation of concepts and materials. An Individualized Education Plan (IEP) and rigorous learning goals are developed for each student by teams of teachers, therapists, school psychologist, and other relevant staff members. Student performance and work across all domains of the curriculum is displayed and recognized on a school wide basis in classrooms, hallways, bulletin boards, annual award ceremonies, community events, and celebrations. Students routinely receive positive reinforcement in the form of verbal praise, stickers, and other tangible rewards for a job well done. Visual schedules, contracts, sticker charts, and other behavior support strategies are utilized on an ongoing basis to monitor and support student's academic behaviors. Teachers provide feedback on student work and performance tasks, tasks and processes are broken down to clarify goals and students are praised for their efforts. Informal feedback on student work and performance skills is incorporated throughout all areas of academic and therapeutic activities. Further improvement is needed to provide more informative feedback (beyond a simple "good job"). Student self-assessment and reflection is a challenge for our students and, even when developmentally appropriate.

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

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

> Every student at Blair has many advocates that care deeply about them and encourage their all around development. All staff members support and reinforce student behavior plans and positive behavior, understand the medical issues and needs of our students, know how to support therapy goals and position students in wheelchairs and other specialized equipment. All staff members work to promote students' self esteem and independence. There is consistent communication between the families and school. Adults model respectful and appropriate behavior and use behavior modification techniques throughout the school day to shape student behavior. Each and every student is engaged in the school community through special programs such as Suzuki Orff, the arts program, Field Day, etc. Opportunities are provided to engage the students in the community through field trips, community walks, and special activities with general education peers. Classroom experiences, all school programs, and activities provide experiences that value the language and culture represented by the students, ie, Multi-cultural activities, Thanksgiving Feast, Fine Arts performances, etc.

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

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

Blair students have access to a wide range of enrichment activities throughout the school year. Students participate in the Suzuki Music Program, Judo, Gardening, Art, and Adapted Physical Education. Students participate in variety of fine arts disciplines (music, dance, theater) during in school performances with professional artists. Each of these activities is evaluated yearly. Many of the students come from families that do not have the socioeconomic means to provide exposure to different community activities. Therefore, Blair provides exposure at school by providing special activities such as monthly performances, field trips, Field Day, Halloween Parade, Thanksgiving Feast, Christmas, Multicultural Fair, and Graduation. All of these activities are adapted to meet the needs of each of our students. Due to our student's age and developmental levels, they do not necessarily have a voice in planning the activities. However, teachers plan activities based on student needs and interest. Blair School accepts students from all over the city and the majority of the students are transported by bus. Therefore due to age, special needs, and transportation needs, after school extracurricular activities are not provided for our students. Grade level teams collaborate to align and embed civic skills and content into the curriculum. Children are taught critical skills such as making eye contact, proper ways to greet people, making choices, taking turns, sharing, and following rules. Students make positive contributions to the school and community in many ways such as making cards for the fire department or creating and selling Christmas cards to school and community members. Students learn to understand some concepts related to citizenship, and develop an awareness of their uniqueness and individuality. Teachers engage students in conversations about fairness and sharing when a conflict needs to be resolved. They provide students with the opportunity to demonstrate preferences and choices when the group votes to make simple decisions. Each classroom provides leadership roles for the students in the classroom (e.g., line leader, reciting the Pledge of Allegiance). At Blair, each teacher works very hard to make every student's voice heard but we need to continue to find ways to include the students in programming and decision-making.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

Our school environment is open, welcoming, warm and inviting. Parents are given an annual opportunity to observe their child in the classroom environment at the beginning of each school year. Parents have multiple formal and informal opportunities for communication and help. Parents complete an annual survey to provide feedback on all aspects of school life. Informal suggestions and comments are also contributed during parent workshops and meetings. We foster strong parent relationships and communication through daily communication books, phone calls, monthly calendars, classroom news, bimonthly parent workshops, biyearly parent /teacher conferences, annual IEP meetings, and school-wide celebrations and events. Bilingual staff members are available to interpret parent phone calls and notes and written communications are provided in both English and Spanish. Parent workshops with our school social worker, provide information and training to promote parenting skills, medical information, resources, training, resources to support families with special needs children, and hands-on training to support student learning in the home. Topics for meetings are published in advance providing parents with ample time to make the arrangements necessary to attend. A parent survey is provided to involve parents and gain feedback with regards to curriculum planning, PAC meeting agendas, hands-on training to support student learning in the home, and other areas of support needed by our school families. Teachers work with parents to encourage daily attendance, homework completion, appropriate sleep, overall preparedness and ownership of learning to the best of their ability. Due to chronic illness, surgeries, therapies, and other health issues, daily attendance continues to be an area of concern.

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

Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1   2   **3**   4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Our school staff (including teachers, therapists, education support personnel (ESP), ancillary staff, etc.) has been trained on behavior intervention strategies and regularly use specific practices that support on-task positive behavior and enable students to regulate their behavior. Due to the young age and special needs of our students, the continuum of responses to effectively change student behavior does not include detentions or ISS. We incorporate a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth that explicitly relies on visual supports, positive reinforcement, redirection, and opportunities for sensory reorganization and breaks. Our school psychologist works with teams of teachers and ancillary staff to design, monitor and implement student behavior plans .In addition, she works with students individually to conduct functional analyses of behaviors and identify appropriate replacement behaviors. Our school social worker conducts lessons on a weekly basis with students, individually or in small groups, to develop Social Emotional Skills (SES). She also implements a Tier 2 intervention program called Second Step with the Ready to Learn pre-school students.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

Parent Partnership:

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.

> Our school environment is open, welcoming, warm and inviting. Parents are given an annual opportunity to observe their child in the classroom environment at the beginning of each school year. Parents have multiple formal and informal opportunities for communication and help. Parents complete an annual survey to provide feedback on all aspects of school life. Informal suggestions and comments are also contributed during parent workshops and meetings. We foster strong parent relationships and communication through daily communication books, phone calls, monthly calendars, classroom news, bimonthly parent workshops, biyearly parent /teacher conferences, annual IEP meetings, and school-wide celebrations and events. Bilingual staff members are available to interpret parent phone calls and notes and written communications are provided in both English and Spanish. Parent workshops with our school social worker, provide information and training to promote parenting skills, medical information, resources, training, resources to support families with special needs children, and hands-on training to support student learning in the home. Topics for meetings are published in advance providing parents with ample time to make the arrangements necessary to attend. A parent survey is provided to involve parents and gain feedback with regards to curriculum planning, PAC meeting agendas, hands-on training to support student learning in the home, and other areas of support needed by our school families. Teachers work with parents to encourage daily attendance, homework completion, appropriate sleep, overall preparedness and ownership of learning to the best of their ability. Due to chronic illness, surgeries, therapies, and other health issues, daily attendance continues to be an area of concern.

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

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

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

| 3 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Elementary)   2 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
National School Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	0.00	0.00
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	(Blank)	(Blank)	0.00	0.00
African-American Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
African-American Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	0.00	0.00

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

(Blank)	(Blank)	(Blank)	0.00	0.00

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

(Blank)	(Blank)	(Blank)	0.00	0.00

National School Attainment Percentile - Reading (Grade 2)

(Blank)	(Blank)	(Blank)	0.00	0.00

National School Attainment Percentile - Math (Grade 2)

(Blank)	(Blank)	(Blank)	0.00	0.00

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

Blair's attendance rate is effected by students with medical appointments, hospitalizations and other medically related illness.	86.50	84.10	87.00	88.00

My Voice, My School 5 Essentials Survey

Blair Early Childhood Center is considered a "well organized" school. Things are working effectively at Blair but there is always room for growth. We have good communication with our parents and we are planning additional activities and events to enhance their experience with their child in the Blair Community. We provide the parents with a needs survey and always appreciate their feedback and act on as many suggestions as possible that would promote positive change at Blair.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
collect better cognitive level and learning modality data on our students monthly to assess their developmental progress	a better understand what instructional practices that are needed to meet the students' academic and social needs	more individualized and differentiated instruction to enhance student learning

Tags:
Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, Teacher Teams/Collaboration

Area(s) of focus:
1, 2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Teachers will meet in grade levels weekly to analyze the current data and collaborate to design improved data collection	All teachers Administration	Aug 31, 2016 to Jun 30, 2017	IEP benchmark data collection, Carolina Checklist, Brigance, teacher checklists and rubrics	On-Track

Core Instruction, Diverse Learners, English Learners, Data Use, Teacher Teams/Collaboration

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will develop and implement the new data collection that was designed per grade level	All teachers	Aug 31, 2016 to Jun 22, 2017	Teacher teams developed data collection sheets for each student in their classroom.	On-Track

Core Instruction, Diverse Learners, English Learners, Data Use, Teacher Teams/Collaboration

Teachers will meet weekly in grade levels to assess the effectiveness of the new data collection and analyze various data metrics using various assessments results. Teachers will collaborate and determine if these results have guided instruction and refine techniques as needed.	All teachers and administrators	Aug 30, 2016 to Jun 22, 2017	Teacher teams meet weekly to review data to determine student progress and to guide instruction.	On-Track

Core Instruction, Diverse Learners, English Learners, Data Use, Teacher Teams/Collaboration

Administration will progress monitor teacher instruction through REACH evaluations and SMARTboard Snapshots	Administration	select	Reach evaluations include data used to guide instruction. Specific data is being kept on the effects the inclusion of technology is having on student learning. ILTs collect whole school data, analyze the data to guide instruction.	On-Track

Component 3b, Component 3c, Component 3d

(Blank)	(Blank)	select	(Blank)	Behind

Strategy 2

If we do...	...then we see...	...which leads to...
improve our questioning techniques	increased comprehension in all students in all subject areas	a deeper knowledge of subject matter

Tags:
Core Instruction, Diverse Learners, English Learners, Teacher Teams/Collaboration

Area(s) of focus:
1, 3, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Teachers will meet in grade levels to determine developmentally appropriate questioning techniques and strategies	All teachers	Aug 31, 2016 to Jun 22, 2017	IEP benchmark data collection, Carolina Checklist, Brigance, teacher checklists and rubrics	On-Track

Core Instruction, Diverse Learners, English Learners, Teacher Teams/Collaboration, Component 3b

Teachers will implement the questioning techniques and strategies in lessons	All teachers	Aug 31, 2016 to Jun 22, 2017	Teacher teams meet weekly to review data to determine student progress and to guide instruction.	On-Track

Core Instruction, Diverse Learners, English Learners

Teacher will meet in grade levels to reassess questioning techniques and strategies to determine effectiveness and necessary changes.	All teachers	Aug 31, 2016 to Jun 22, 2017	IEP benchmark data collection, Carolina Checklist, Brigance, teacher checklists and rubrics	On-Track

Core Instruction, Diverse Learners, English Learners, Teacher Teams/Collaboration, Component 3b

Strategy 3

If we do...	...then we see...	...which leads to...
Enhance Blair's Cycle of Continuous Improvement with a focus on differentiated instruction through technology (integrating blended learning model, literacy, technology, and the arts) to improve developmentally appropriate literacy skills across all grade levels.	Students have improved attention to task and are engaged in cross curricular core subject areas when presented with the use of technology and arts integrated technology to help develop foundational, critical, and academic skills.	Student growth and individual skill acquisition measured through language arts IEP benchmarks and data collection sheets.

Tags:
Literacy/Reading, Technology, Diverse Learners, English Learners, Professional Learning, Data Use, ILT

Area(s) of focus:
2, 1, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Meet with grade levels to develop baseline and weekly data collection sheets to measure attending skills during all core instructional areas with use of technology.	Teachers	Aug 31, 2016 to Jun 22, 2017	SMART board Learning Snapshot	On-Track

Literacy/Reading, Technology, Diverse Learners, English Learners, Data Use

Through the cycles of improvement, teachers will be involved in professional development with a special focus on differentiated instruction and the use of technology in the classroom to meet students' individual needs.	Teachers	Aug 31, 2016 to Jun 22, 2017	Teacher's participate in professional development with a focus on Cycle of continuous improvement.	On-Track

Technology, Diverse Learners, English Learners, Professional Learning, Data Use

Teachers will participate in monthly community learning to examine/interpret data, review research, and share expertise with colleagues.	Teachers	Aug 31, 2016 to Jun 22, 2017	Agenda and sign in	On-Track

Teacher Teams/Collaboration

ILT team will gather and interpret data collected during grade level meetings to determine future professional development.	Instructional Leadership Team	Aug 31, 2016 to Jun 22, 2017	Completed quarterly.	On-Track

Professional Learning, Data Use, ILT

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will collaborate and incorporate more technology into units and lesson planning to enhance literacy instruction.	Teachers	Aug 31, 2016 to Jun 22, 2017	Weekly lesson plans, Unit Plans	Not started

Literacy/Reading, Diverse Learners, English Learners, Curriculum Design

ILT will create SMART Board Learning Snapshot form to be used for peer observation during literacy instruction.	Instructional Leadership Team	Aug 31, 2016 to Jun 22, 2017	*(Blank)*	On-Track

Technology, Teacher Teams/Collaboration, ILT, Cycles of professional learning

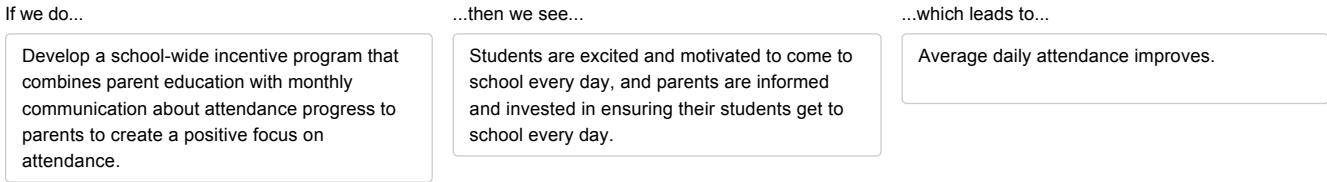|				
All teachers will participate and complete SMART Board Learning Snapshot. Teachers will observe one another during literacy lesson. Teachers will discuss and reflect how information from the observation will be used. Teachers will apply new information in their own classroom.	Teachers	Aug 31, 2016 to Jun 22, 2017	SMART board Learning Snapshot	On-Track

Literacy/Reading, Diverse Learners, English Learners, Teacher Teams/Collaboration, Instruction

Teachers will research and evaluate a variety of interactive websites that engage our diverse learners in rich literacy and language instruction.	Teachers	Aug 31, 2016 to Jun 22, 2017	Opportunity for professional development where teachers train other teachers on programs and websites that are appropriate with students	On-Track

Literacy/Reading, Technology, Diverse Learners, English Learners

Strategy 4

If we do...	...then we see...	...which leads to...
Develop a school-wide incentive program that combines parent education with monthly communication about attendance progress to parents to create a positive focus on attendance.	Students are excited and motivated to come to school every day, and parents are informed and invested in ensuring their students get to school every day.	Average daily attendance improves.

Tags:
Attendance, Climate and Culture, Family and Community Engagement

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Parent letter outlining medical guidelines for student absences	Nurse	Aug 31, 2016 to Jun 22, 2017	Letter from Principal and Nurse to parents	On-Track

Attendance, Climate and Culture, Family and Community Engagement

Parent letter explaining incentive program	Instructional Leadership Team	Aug 31, 2016 to Jun 22, 2017	*(Blank)*	On-Track

Attendance, Climate and Culture, Family and Community Engagement

Implementation of incentive program	All Teachers Parents	Aug 31, 2016 to Jun 22, 2017	Parents will participate in a 4 day training through Tuesday's Child.	On-Track

Attendance, Climate and Culture, Family and Community Engagement

Analysis of attendance data to determine effectiveness of incentive program	Instructional Leadership Team	Aug 31, 2016 to Jun 22, 2017	Data suggests students are absent due to issues related to their disability.	On-Track

Attendance, Data Use

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Teachers will meet in grade levels weekly to analyze the current data and collaborate to design improved data collection Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, Teacher Teams/Collaboration, Core Instruction, Diverse Learners, English Learners, Data Use, Teacher Teams/Collaboration	All teachers Administration	Aug 31, 2016	Jun 30, 2017	On-Track
✚ Teachers will develop and implement the new data collection that was designed per grade level Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, Teacher Teams/Collaboration, Core Instruction, Diverse Learners, English Learners, Data Use, Teacher Teams/Collaboration	All teachers	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Teachers will meet weekly in grade levels to assess the effectiveness of the new data collection and analyze various data metrics using various assessments results. Teachers will collaborate and determine if these results have guided instruction and refine techniques as needed. Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, Teacher Teams/Collaboration, Core Instruction, Diverse Learners, English Learners, Data Use, Teacher Teams/Collaboration	All teachers and administrators	Aug 30, 2016	Jun 22, 2017	On-Track
✚ Administration will progress monitor teacher instruction through REACH evaluations and SMARTboard Snapshots Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, Teacher Teams/Collaboration, Component 3b, Component 3c, Component 3d	Administration			On-Track
✚ Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, Teacher Teams/Collaboration				Behind
✚ Teachers will meet in grade levels to determine developmentally appropriate questioning techniques and strategies Tags: Core Instruction, Diverse Learners, English Learners, Teacher Teams/Collaboration, Core Instruction, Diverse Learners, English Learners, Teacher Teams/Collaboration, Component 3b	All teachers	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Teachers will implement the questioning techniques and strategies in lessons Tags: Core Instruction, Diverse Learners, English Learners, Teacher Teams/Collaboration, Core Instruction, Diverse Learners, English Learners	All teachers	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Teacher will meet in grade levels to reassess questioning techniques and strategies to determine effectiveness and necessary changes. Tags: Core Instruction, Diverse Learners, English Learners, Teacher Teams/Collaboration, Core Instruction, Diverse Learners, English Learners, Teacher Teams/Collaboration, Component 3b	All teachers	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Meet with grade levels to develop baseline and weekly data collection sheets to measure attending skills during all core instructional areas with use of technology. Tags: Literacy/Reading, Technology, Diverse Learners, English Learners, Professional Learning, Data Use, ILT, Literacy/Reading, Technology, Diverse Learners, English Learners, Data Use	Teachers	Aug 31, 2016	Jun 22, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Through the cycles of improvement, teachers will be involved in professional development with a special focus on differentiated instruction and the use of technology in the classroom to meet students' individual needs. Tags: Literacy/Reading, Technology, Diverse Learners, English Learners, Professional Learning, Data Use, ILT, Technology, Diverse Learners, English Learners, Professional Learning, Data Use	Teachers	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Teachers will participate in monthly community learning to examine/interpret data, review research, and share expertise with colleagues. Tags: Literacy/Reading, Technology, Diverse Learners, English Learners, Professional Learning, Data Use, ILT, Teacher Teams/Collaboration	Teachers	Aug 31, 2016	Jun 22, 2017	On-Track
✚ ILT team will gather and interpret data collected during grade level meetings to determine future professional development. Tags: Literacy/Reading, Technology, Diverse Learners, English Learners, Professional Learning, Data Use, ILT, Professional Learning, Data Use, ILT	Instructional Leadership Team	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Teachers will collaborate and incorporate more technology into units and lesson planning to enhance literacy instruction. Tags: Literacy/Reading, Technology, Diverse Learners, English Learners, Professional Learning, Data Use, ILT, Literacy/Reading, Diverse Learners, English Learners, Curriculum Design	Teachers	Aug 31, 2016	Jun 22, 2017	Not started
✚ ILT will create SMART Board Learning Snapshot form to be used for peer observation during literacy instruction. Tags: Literacy/Reading, Technology, Diverse Learners, English Learners, Professional Learning, Data Use, ILT, Technology, Teacher Teams/Collaboration, ILT, Cycles of professional learning	Instructional Leadership Team	Aug 31, 2016	Jun 22, 2017	On-Track
✚ All teachers will participate and complete SMART Board Learning Snapshot. Teachers will observe one another during literacy lesson. Teachers will discuss and reflect how information from the observation will be used. Teachers will apply new information in their own classroom. Tags: Literacy/Reading, Technology, Diverse Learners, English Learners, Professional Learning, Data Use, ILT, Literacy/Reading, Diverse Learners, English Learners, Teacher Teams/Collaboration, Instruction	Teachers	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Teachers will research and evaluate a variety of interactive websites that engage our diverse learners in rich literacy and language instruction. Tags: Literacy/Reading, Technology, Diverse Learners, English Learners, Professional Learning, Data Use, ILT, Literacy/Reading, Technology, Diverse Learners, English Learners	Teachers	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Parent letter outlining medical guidelines for student absences Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Climate and Culture, Family and Community Engagement	Nurse	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Parent letter explaining incentive program Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Climate and Culture, Family and Community Engagement	Instructional Leadership Team	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Implementation of incentive program Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Climate and Culture, Family and Community Engagement	All Teachers Parents	Aug 31, 2016	Jun 22, 2017	On-Track
✚ Analysis of attendance data to determine effectiveness of incentive program Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Data Use	Instructional Leadership Team	Aug 31, 2016	Jun 22, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

⦿ NCLB Schoolwide Program

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

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

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> The parents are provided with monthly meetings that help them understand their child's educational program, and in most cases the educational challenges of their child, and to emotionally comprehend their child's disability. Blair also provides supports to help parents become knowledgeable about community resources that will benefit both of them and how to help transfer what their child learns in school to the home. Parents are involved in their child's IEP process, report card pick-up and various activities throughout the year. The parents and staff are in daily communication with a communication book. The teachers use digital technology to show student progress and provide the parents with a model of skills so there is carryover to the home environment. BEC works and will continue to work with the members of the PAC to ensure the monthly meetings are comprehensive and beneficial to all.

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

> An annual meeting (September) is held to inform the parents of the school's participation in the NCLB/Title 1, State of the School and District Goals. All parents are invited as they are to all meetings. The monthly meetings are based on a needs assessment completed by the parents and critiques are completed after each meeting. The meetings are presented in both English and Spanish. Monthly PAC meetings are held. The parents are encouraged to attend. Since the meetings are based on the parents' needs. The date of the Title 1 annual meeting was held on September 28,2016. The PAC Orgnaizational meeting was held on October 27, 2016.

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

An annual meeting (September) is held to present the goals of the district, school and discuss the curriculum and assessment tools used to map student progress. Many of the children have multiple disabilities and the curriculum is modified or significantly modified. The parents are made aware at this meeting and at the IEP meetings of the modifications and accommodations that are used. All children are expected to master quarterly benchmarks. We have found that formative and summative assessments are not sensitive enough to show incremental increases in skills. The teachers keep a checklist for each student to document increases in developmental skill levels. All students participate in the district required REACH (BOY/EOY) assessment. The students in the Ready To Learn Program will participate in the TS Gold, The students in the Instructional Special Education Program will take the Brigance. We will continue documenting skill acquisition for students in the severe profound program. We have found that in addition to the the Brigance it provides the most information to make effective decisions regarding the curriculum and instruction.

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.

There are monthly parent meetings at Blair, presented in both English and Spanish. Some months there are two meetings. Notification is provided to announce the LSC, PAC, BAC meetings. It is also stated on the monthly calendar that are sent home each month with the children. Parents have requested meetings tailored to a specific disability and these meetings are in addition to the regular monthly meetings. BEC has a website that also provided all pertinent information about the school, up and coming meetings, events, resources and a monthly newsletter.

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.

N/A--- The children are ages 3-6 and do not participate in state assessments. The parents are able to view digital pictures of their child during different stages of academic development. This is available to the parents twice a year at report card pickup. The parents of students in the Ready to Learn Program are provided with the assessment data from the TS GOLD. The parents of students with special needs are part of their child's IEP team. They are made aware of academic strengths and weaknesses and help develop the goals and benchmarks for the next IEP year. This is based on individual student data obtained form, checklists, Brigance, and REACH (BOY/EOY).

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.

This is done through a letter that is sent home with the children. The letter is provided by CPS.

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.

An annual meeting (September) is held to discuss curriculum and assessment tools used to map student progress and the bilingual instructional model. BEC has general education students and a continuum of student with disabilities from mild to severe/profound multiple disabilities. The general education curriculum is modified depending on the needs of the students. The parents are made aware at this meeting and at the IEP meetings of the modifications and accommodations that are used. All children are expected to master quarterly benchmarks. The parents will be made aware of the assessments that their child will take along with the modifications and accommodations that will be needed. The teachers use check lists, subsections of the Brigance and REACH (BOY/EOY) Assessment results to determine progress. We have found that summative and formative assessments are not sensitive enough to measure small increases in skills and that is why check lists are used. The parents will also be made aware that digital techology will be used to map progress towards mastery of quarterly benchmarks. The parents will also participate in workshops to understand their child's disability, how to assist them with learning and understanding their child's progress in all areas of development.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The monthly parent meetings will continue to focus on providing the parents with an understanding of the early childhood curriculum and how BEC is preparing their child for the transition to the CCSS in Kindergarten, the educational challenges of their children's ability and educational challenges. Individuals from various agencies will continue to be included to provide the parents with community resources and information. The parents will participate in workshops that will train them to work with their child in the home on skills that mirror some of the teacher activities that will help promote generalization of skills. In addition the Social Worker and therapists will work with the parents of children with disabilities to ensure their child has access to community resources needed for individual children such as housing, needed equipment, etc.

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.

Since all of the children at Blair are very young and many of the students have multiple disabilities, the staff and administration understand that the parents are entrusting their very young child who may have multiple disabilities, often nonverbal and dependent for all care to us. We will continue to work diligently to build and maintain the parent's trust. The staff and administration will continue to build upon the relationship that binds the families with school staff to form a community. This will be accomplished through parent meetings/trainings, open communication between staff and parents, parent involvement in the school and their child's education. In addition we will have intake meetings with each new family so they can meet and talk to all of the professionals that will be working with their child.

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

The parent programs at Blair are developed with parent input through a needs assessment. The parents are asked to complete a critique of a meeting/workshop and have the opportunity to state suggestions for future meetings/workshops. Since many of the children at Blair have unique educational needs, the social worker, therapists, teachers develop meeting themes that help the parents develop skills to make informed decisions about their child's educational program.

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 are sent letters in both English and Spanish announcing meetings, workshops, special activities for the parents and children. A monthly calendar is sent home with the children so the parents are aware of all of the events, meetings, field trips, etc. for the month. Blair maintains a website that has a monthly news letter that provides the parents with important school information. In addition it has links to the site that helps parents with the development and education of their child.

Policy Implementation Activities

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

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

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

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

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

N/A

Parent Compact   Complete

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

We at BEC are committed to encouraging our children to maximize their abilities and to ensure the "whole child" develops physically, cognitively, and in some cases medically. Our mission is to support maximum independence to build a solid foundation on which to go out into the world and be productive members in society. We will achieve this by creating a positive educational environment that promotes the "child first" theory by providing all necessary services, unlimited opportunities and support by all who are involved with the children. The vision of BEC is that we hope our students will make decisions that will allow them to be successful in the global society.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

There are two scheduled report card pickups; November 9, 2016 and April 19, 2017 The parents meet with the teachers and therapists to discuss their child's progress. Most of the children at Blair have an IEP, the parents also attend an annual review meeting (IEP) where they meet with the teachers and therapists to discuss the child's progress for the past year and together with the parents develop a new IEP.

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

Since the children are very young and many nonverbal a communication book is given to each child to have consistent communication between school and home. The teachers are always available to speak with the parents before and after school or when the parent requests a meeting to discuss their child's progress. The teachers provide parents with information about classroom activities as they relate to the child's academic progress or progress towards the mastery of benchmarks. The children's work is sent home so the parents can look at it and use it as a means of generalizing the activity to the home environment.

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

Since many of the children at Blair have an IEP, the parents may request a meeting at any time to discuss their child. In addition the parents and teachers communicate often using the communication books or by telephone. The parents are asked to call the school after 12 p.m. if they need to speak to the teachers or therapists. There is a social worker, nurses and therapists available to assist the parents. They are available by phone, communication book or meeting. There are some parents that drive their child to school each day and often speak to the teacher before school begins.

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 parents are welcome to volunteer for various activities throughout the school year such as Field Day, Holiday events, workshop leaders, guest speakers. The parents often do not go into the classrooms because their children are so young and they tend to become upset when their parent leaves. The parents observe their child so the child cannot view them except when a skill or position has to be demonstrated to the parent. All parents are invited to observe their child and participate in the educational process in lieu of an open house.

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

Since their children are very young and many have disabilities their learning needs are unique. The parent meetings are developed to focus on a specific topic, disability or activities they can do at home using items around the house. The parents for the past few years have made books for their child and were taught how to read to their child. Homework is assigned. Sometimes it is only to read to their child. Attendance is monitored by the nursing staff, teachers and administration. The school nurses work with the parents of children that are medically fragile to determine when to keep the child home. The parents contact the school when their child is going to be absent or in the hospital or when they have scheduled doctor's appointments and therapy.

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

Since many of the children at Blair have an IEP the parents are part of the IEP team that develops their child's IEP. The annual review is held yearly. The general education parents request a meeting with the teacher or often times speak to the teachers before or after school. In addition the parents participate in two report card pickups,held at the end of the first and third quarters of the school year. The parents are an integral part of the educational process. The parents often brings personnel from outside agencies to also provide input.

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).

The Blair children are ages 3-6. Many of the children have multiple disabilities and are dependent on their parents to send them to school. The staff at Blair works diligently with all of the children to develop a good self esteem, maximum academic potential and for many they learn to cope with their life long challenges. The teachers are well prepared each day to teach. The school administration makes sure the teachers have all of the materials and supplies needed to ensure the children have every resource possible.

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.

September 14, 2016: State of the School Address and Introduction of Staff
September 28, 2016: Title I NCLB Meeting and preparation for Parent Observation Day
October 5, 2016: Understanding and working through the stages of grief when facing the life long challenges of a child with disabilities
October 19, 2016: Organization of Medical and School Paperwork for Your Child
November 9, 2016: Reading to Your Child and Building Literacy Strategies in the Home
November 23, 2016: Simple Make and Take Sensory Activities and How to Use Them With Your Child In the Home
December 7, 2016: Developing and How To Use Visual Schedules To Decrease Stress In The Home Over the Holidays
December 21, 2016: Developing and How To Use Social Stories In the Home To Decrease Anxiety
January 18, 2017: Accessing Community Resources
February 8, 2017: How To Use Various Computer Application To Reinforce Learning
February 2, 2017: Playing With Your Child To Build Social and Language Skills
March 8, 2017: Assertiveness Training To Become An Advocate For Your Child
March 22, 2017: How to Potty Train Your Child
April 5, 2017: Mindfulness Through Yoga
April 19, 2017: Parent Sharing of Resources To Develop A Family Resource Notebook.
May 10, 2017: Prioritization Of Your Child's Needs
June 7, 2017: How To Maintain Academic, Social, Critical, Physical Skills In the During Summer Vacation

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

Account(s)	Description		Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$	Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	376	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	93	.00

54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510	**Postage** Must be used for parent involvement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount .00