Myra Bradwell Communications Arts & Sciences ES / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
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Cappucine Jackson	Parent		No Access

Team meetings

Date	Participants	Topic
04/16/2018	T. Sims, T. Walker, T. Green, N. Temple, J. Walter, B. Neal	SEF Assessment

04/17/2018	T. Sims, T. Walker, T. Green, E. Harris, B. Neal, J. Walter, J. Wade, C. Jackson	SEF Assessment and Goals

04/18/2018	T. Walker, T. Green, E. Harris, J. Walter, J. Wade, P. Alfred	Goals, Strategies, Fund Compliance, Parent Plan

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1   2   **3**   4

Bradwell has a clear focus for our shared vision of success. Our three big rocks are consistently shared and visited among all stakeholders: Attendance (Don't Miss 7), Culture and Climate (See Something; Say Something), Instruction (Fun, Facts, and Fidelity). The Big Rocks are communicated via newsletters, robo call, remind.com, and during assemblies when parents are present. ILT members each presented to staff during the institute days in Aug about the expectations.

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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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

In August, the ILT set norms, purpose, and delegated tasks. 5 Essentials "Collaboration of Teachers" were organized. Bradwell's ILT conducts quarterly Anet data cycles in both Math and ELA. WE also ensure equity of voice during ILT meetings. There is welcomed dissension. We have ILT Meetings with a calendar, agendas, and minutes.

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

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

Bradwell's professional learning consists of the following: summer planning and yearlong planning/implementation through the Golden Egg PD Plan-for CKLA, Math, ELA curriculum plan for the year for ILT and Cluster. We use PD surveys, agendas and minutes, and we review theDanielson framework during institute days. We conduct non-reach informal observations with feedback and actionable items. Individualized coaching: resident, ELA, and math. Teach AUSL-video upload with blog feedback from peers. Peer observation walks with feedback. Peer observation feedback form.

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

Aligned Resources:

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

Score

1   2   **3**   4

> We have schedules that maximize instructional time (DL, general ed and small group time part of the daily schedules). The budget is aligned our three big rocks: culture and climate team, materials to supplement curriculum, attendance promo items. We partner with community based organizations: Dunamis and Blessed to Ball. We hire a full-time social work to address SEL needs. There is a streamlined process for ordering materials. We use strategic source vendors to purchase materials. We tap into our strong teachers for recommendations of potential teachers to join our staff. Select teachers and staff participate in the hiring process and interviews.

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
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Curriculum:

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

Score

1   2   3   **4**

The Engage AUSL curriculum is aligned to the CCSS, and is also vertically and horizontally aligned. Eureka Math focuses on aspects of rigor and the major works of the grade. Supplemental materials provide scaffolding and appropriate accommodations and modifications for DL students. The Performance Tasks are relevant and require students to provide evidence of their thinking. The interdisciplinary units provide opportunities for students to build background knowledge in content areas such as social studies, science, and health. The curriculum provides opportunities for project based learning.

Guide for Curriculum

- **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
      - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - **Integrate academic and social emotional learning.**
  - **Connection to real world, authentic application of learning. For example,**
    - Provide opportunities for meaningful project-based learning.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  -
    - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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)
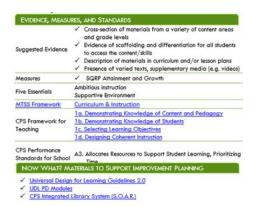
Score

1   2   3   **4**

> Instructional materials include a variety of manipulatives, quality media and supplies (Eureka Math kits, chrome book technology, headphones, computer resources) Materials address the needs of the whole child. Technology allows for intensive scaffolding, differentiation. Lesson plans and curriculum can be modified to ensure that individual student needs are met.

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
MTSS Framework	Curriculum & Instruction
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	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

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

> Student work is being analyzed regularly in cluster meetings. Performance tasks reflect the keys shifts in literacy. Math tasks and assessments address focus, coherence and rigor. Small group instruction serves as a focus group.. teachers target individual student learning goals and plan instruction around that. Students are cognitively challenged daily.
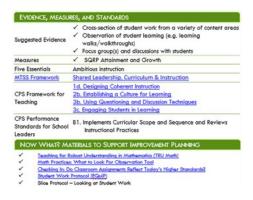
Guide for Rigorous Student Tasks

- **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). 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
MTSS Framework	Shared Leadership, Curriculum & 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work	

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

> Bradwell School has a counselor who teaches a weekly class to prepare students for secondary school. The 6 to 16 curriculum is being implemented in grades 6-8. Naviance is used regularly to access information about college, careers, and multiple paths to student success. Th school promotes a culture of college bound students, including College Swag, College Day, colleges posted on the stairs, Alma Maters posted in and outside of the classroom, college pennets posted throughout the school and guest speakers to encourage students. Students also attended a school sponsored college and career fair.

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, CTE recruitment fairs, 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 CTE Pathways around career options
  - 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.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1 **2** 3 4

> Teaching conceptual understanding is a growth area for most teachers. Teachers have to allow time for students to grapple. Discussion is limited to call and response to the teacher versus expanding knowledge with peers. Vocabulary has to be incorporated in student and teacher language. All classrooms do not have interactive vocabulary word walls. Analyzes of do now and exit tickets to guide instructional practices needs to occur immediately. Math lesson studies occur during cluster. Some teachers use open ended questions without single inquiry responses.

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.
  - **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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**

> Multiple data points and common assesments: reading 3D, Anet math and reading, nwea, performance tasks, module assessments. Standard school grading policy. Assessment calendar. Rubrics provided for assessment which makes grading fair. Data points are used for the MTSS process that determines IEP process or not.

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

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.
    - 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

Multi-Tiered System of Supports:

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

> Limited personal learning plans. Flexible learning environments however the data is not being tracked with fidelity. On-track and attendance systems and trackers such contracts, attendance sponsors, incentives, A Knock at Midnight, and withhold report card to discuss areas of concern related to attendance and on-track.

Guide for Multi-Tiered System of Supports

- **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) 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

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.

> Utilize strategies to encourage daily and timely attendance by having attendance sponsors, "Don't miss 7", Robo calls, and remind.com. Data conversations with students with students and staff. Differentiate expectations to stretch student to exceed their personal learning goals. Equity in grading. Award ceremony to recognize resiliance and hard work. Expectations to set a Targeted feedback beyond "good job". Teachers create sense of community in compassing trust and respect within the classroom.
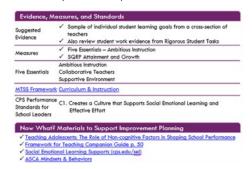
Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

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

> Student and teacher survey responses both over 80%. attendance strategies, Opportunities of students to mentor other students. 3rd grade and kindergarten with bullying presentation. Peace circles, and anger management sessions with Ms. Faukner, the social management. Respect other teachers who take the lead in school improvement efforts durung planning Respect other teachers who take the lead in school improvement efforts by supporting initiatives provided by teacher leaders such as attendance protocols, "Go Evergreen".
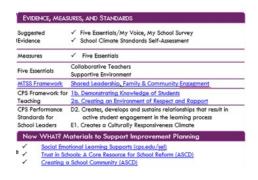
Guide for Relational Trust

- **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

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

> Limited student voice, engagement, and civic life. A few examples of student voices included a petition to have the girls basketball team restored, the eight graders requested to come out of uniform for a uniform incentive trip, and students and teachers wore pink for breast cancer awareness.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**

- Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and 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

> Restorative approaches exsist but improvements need to be made in the areas of reports of bullying , consistency in routines and procedures, transitions between activities.

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.
- **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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

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

Score

1   2   **3**   4

> Bradwell School employs a full time social worker in addition to a CPS designated social worker to shape behavior rather than punish behavior. We meet regularly to evaluate and refine existing systems to support a restorative culture. We also have begun to engage families as partners in the restorative justice process through conferences and peace circles. Areas of improvement would include use of data to determine which areas should be re taught or enforced.

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

Parent and Family Partnership:

Score

1   2   **3**   4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Bradwell has a warm, helpful, welcoming environment. We host family engagement events such as Black History Assembly, Literacy Night, Father/.Daughter Dance, Mother/Son Dance, Open House, STEAM Fair, and Saturday field trips. Bradwell promotes the use of Parent portal and uses Remind.com as well as Blackboard to communicate with families. Bradwell also employs A Knock at Midnight and staff attendance sponsors to make home visits for students with excessive absences. Administration and staff members respond timely to parent concerns.

Guide for Parent and Family 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

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
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ Parent Support Centers
- ✓ Parent University
- ✓ Parent Portal

CPS SCHOOL EXCELLENCE FRAMEWORK

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
1	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 **4** 5 ⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 **3** 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of 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 and Family Partnership	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 **2** 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Teachers better understand the curricular resource. Extra support is provided to teachers to understand the lesson protocols and how they address the standards. Teachers will receive on-going coaching.Cluster meetings will focus on curriculum implementation and analyzing student data.	38.00	32.00	40.00	45.00	55.00
National School Growth Percentile - Math					
Teacher understand the aspects of rigor. We will be working on coherency across grade levels. Teacher will annotate lesson plans identifying the aspects rigor and working out the problems themselves before presenting to students. Cluster meetings will focus on curriculum implementation and analyzing student data.	18.00	35.00	40.00	45.00	55.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Deepening teachers' instructional capacity will have direct impact on student achievement. Having a regular cycle of analyzing student data will assist in making informed instructional decisions and with a focus on targeted small group instruction.	41.90	45.80	50.00	53.00	55.00
African-American Growth Percentile - Reading					
Teachers better understand the curricular resource. Extra support is provided to teachers to understand the lesson protocols and how they address the standards. Teachers will receive on-going coaching.Cluster meetings will focus on curriculum implementation and analyzing student data.	36.00	34.00	40.00	45.00	55.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
Our goal is to close the achievement gap between DL and general education. DL teachers attend cluster gen. edu teacher. They will attend the DL teaching workshop provided by ODLSS which should better enable them to instruction students.	7.00	6.00	30.00	35.00	45.00
African-American Growth Percentile - Math					
Teacher understand the aspects of rigor. We will be working on coherency across grade levels. Teacher will annotate lesson plans identifying the aspects rigor and working out the problems themselves before presenting to students. Cluster meetings will focus on curriculum implementation and analyzing student data.	17.00	35.00	40.00	45.00	55.00
Hispanic Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					

N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

Our goal is to close the achievement gap between DL and general education. DL teachers attend cluster gen. edu teacher. They will attend the DL teaching workshop provided by ODLSS which should better enable them to instruction students.	9.00	13.00	30.00	35.00	45.00

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

Although we anticipate our students showing growth, we understand that many of our students are below grade level and it will take time to get students on grade level.	11.00	12.00	15.00	20.00	25.00

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

Although we anticipate our students showing growth, we understand that many of our students are below grade level and it will take time to get students on grade level.	5.00	8.00	15.00	20.00	25.00

National School Attainment Percentile - Reading (Grade 2)

We took a loss but expect to regain this loss because teachers better understand the curricular resources. We spend time having teachers backward design starting with the assessments in mind. This better prepares students for the assessment. We are moving to have our teacher better understand the full common core standard, not partially picking parts of the standard.	9.00	2.00	10.00	15.00	18.00

National School Attainment Percentile - Math (Grade 2)

We spend time having teachers backward design starting with the assessments in mind. This better prepares students for the assessment. We are moving to have our teacher better understand the full common core standard, not partially picking parts of the standard.	5.00	6.00	10.00	15.00	18.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Average Daily Attendance Rate

We have very robust attendance system with a slogan that focuses on the number of days any one student can miss and maintain our desired average. We have attendance sponsors and an attendance clerk. Teachers make daily phone calls. Principal uses robo call and remind.com to stress the importance of attendance. If students are not present, they cannot learn and be prepared for the next grades. We connect attendance to opening academic opportunities for students.	96.50	93.10	95.00	96.00	96.00

My Voice, My School 5 Essentials Survey

Well-Organized	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   0 of 0 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...   ...then we see...   ...which leads to...

emphasize proactive, instructive, and restorative approaches, minimizing punitive consequences and reinforce discipline practices that primarily focus on shaping behavior as opposed to punishing behavior with Tier _____ students with extra support from outside support services such as Dunamis woman ,B2B,..........

staff and students exhibiting a restorative mindset using common restorative language and active participating in restorative conversations, peace circles, peer conferencing, and parent/teacher/ conferences.

a positive student-centered school climate, healthy relationships and students understanding of other perspectives, effective communicators and problem-solvers. Thus, leading to fewer misconducts, improved attendance to 96%, a stronger sense of community safety, order, and self as measured in the Supportive Environment section of the 5 Essentials report with a measure of "organized" Thus leading to
increased academic performance and decreased discipline issues from Tier____ students.

Tags:
Restorative approaches, Peace circles, Consequences

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Daily Morning meetings	Administration, culture and climate team, teachers	Sep 4, 2018 to Jun 20, 2019	On-Track

Meetings, Culture and climate

Monthly Center Meeting to discuss students academic and behavioral goals.	Administration, culture and climate,teachers	Sep 4, 2018 to Jun 20, 2019	On-Track

Behavior, Meetings, Goals

Implement school wide behavior expectations.	Administration, Culture and climate team, teachers	Sep 4, 2018 to Jun 19, 2019	On-Track

Behavior, Meeting, Goals

Revamp recess in a way that consist of organized play. During the first week of school, at recess students should practice protocols and procedures (how to play fair & safe, cleaning up, lining up, transitioning to and from lunch).	ESP, Recess Staff, Teachers	Sep 4, 2018 to Jun 19, 2019	On-Track

Transition, Hallway, Dismissal, Arrival

set up clear organized routines and procedures, create a stronger system for behavior management, and stay consistent with shared values and expectations	ESP, CCT, Adminstration	Jun 21, 2018 to Jun 19, 2019	On-Track

Behavior and Safety, Expectations, Transitions, Order

Strategy 2

If we do...	...then we see...	...which leads to...
If we continue to have a balanced and well planned out grading and assessment system, which consists of whole school grading policy and category weights that are implemented consistently across grade levels and content areas; use the curriculum assessments which include, entrance and exit tickets, Mid and End of Unit Assessments and Performance Tasks;	An increase of on-track data; measure varying degrees of each student's learning and growth effectively; lessons, units and assessments that target the diverse needs of every student; plans that align examples of high quality student work to levels of achievement with students; specific and targeted feedback; data driven instruction; scaffolding and	no misunderstandings about grades and how they are calculated; fairness in assessment; current data to frequently dictate instruction; students and parents informed of their academic standing throughout the year; clearly communicated learning objectives; students being able to articulate the relationship between the tasks given and targeted

continue to implement our interim ANET exams and Reach Performance Tasks; yearly MAP assessment; use teacher-created exams that encompass challenging and thought provoking questions that will provide insight into which standards the students have and have not mastered; and the use of formative assessments, specifically questioning and discussion techniques that allow students to demonstrate comprehension of standards being taught and that will allow the teacher and students to assess whether or not the objectives of the lessons have been met.

differentiation for all students to access the content/skills; appropriately paced units and lessons; lessons that address individual student learning styles; lessons include cognitively challenging activities and products that address learning objectives; use of challenging grade level text and materials; standards based learning objectives connected to authentic assessments;

objectives; teachers being able to adjust instruction during the lessons because of identified misconceptions during planning; students being challenged cognitively through all of the different forms of assessment that we use; student lead questioning and discussion that enhance comprehension and allow students to take ownership of their own learning; modified tasks and materials that address individual or small group needs; inquiry-based instruction; students being reflective about learning and steps to take in order to be successful at mastering skills taught;

Tags:
Assessment, Instruction, Grading, Grades, Exam, Objectives, Commom core standards

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Use school wide grading scale and category weights	Teachers and staff responsible for grading and recording grades into gradebook.	Sep 4, 2018 to Jun 19, 2020	On-Track

Grading, Gradebook, Grading policy, Grades, Grading scale

Implement all curriculum assessments, interim assessments, yearly assessments, formative assessments and teacher created assessments	Classroom Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track

Assessments, Formative assessments, Interim assessments, Teacher created assessments

Provide very specific feedback, prioritizing the main objectives first and then smaller, more easily fixed mistakes with a specific amount of time for students to correct and return work to teacher.	Classroom teachers and secas that work with students	Sep 4, 2018 to Jun 19, 2020	On-Track

Feedback, Student work, Classroom teachers

Dedicate time for professional development related to content knowledge and curriculum along with its' resources	Classroom teachers, secas, administration and any other staff responsible for content area work with students.	Sep 4, 2018 to Jun 19, 2020	On-Track

Professional development

Have frequent data conversations between students and teachers, teachers and other staff including administrators; post data for students, teachers and administrators for easy access and frequent progress monitoring.	Classroom Teachers, students and administrators	Sep 4, 2018 to Jun 19, 2020	On-Track

Data, Administration, Teachers

Use lesson plans to strategically teach class objectives and individual students according to their needs.	Classroom teachers	Sep 4, 2018 to Jun 19, 2020	On-Track

Feedback, Lesson plans, Teachers, Students

Strategy 3

If we do...	...then we see...	...which leads to...
Implement CKLA, Expeditionary Learning, and Eureka Math with a clear understanding of how the Common Core Standards are achieved through the learning tasks	annotated lessons that focus on Common Core alignment, small group instruction based on core curriculum data, and teachers who backward map and complete model assessments prior to administering to students	increased performance on Anet and NWEA assessments.

Tags:
Instruction, Lesson plans, Academic performance

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Annotate unit/module/domain overviews and complete assessments to identify key CCSS in upcoming lessons	Teachers, Administrations, SECAs	Sep 4, 2018 to Jun 19, 2019	On-Track

Common core state standards, Backwards design, Annoatation

Curriculum focused cluster meetings led by ILT members that highlight CCSS and new leanings from curriculum focused professional development	ILT Members, Teachers, Administrators	Sep 4, 2018 to Jun 19, 2019	On-Track

ILT, Professional development, Cluster

Peer walks/lesson studies for feedback on implementation of CCSS, and a glimpse of how the CCSS are vertically aligned across grades	Teachers, Administrators, SECAs	Sep 4, 2018 to Jun 19, 2019	On-Track

Feedback, Peer observation, Lesson study, Fidelity

6 week BOY small group "roll out" to set a foundation and create efficient systems for the implementation of small groups that are based on CCSS and core curriculum data	Teachers, Administrators, SECAs	Sep 4, 2018 to Jun 19, 2019	On-Track

Small group instruction

Strategy 4

If we do...	...then we see...	...which leads to...
Intervene in a timely and effective way to help students who are struggling and use progress monitoring data to trace effectiveness of interventions	The MTSS Team monitoring students requiring and receiving targeted and intensive instruction/interventions. All staff using the Problem Solving Process to plan Tier 2 and 3 instruction/interventions and determining appropriate interventions for students or groups of students not making adequate progress. We will also see staff using using progress monitoring data to track effectiveness of interventions and student response to intervention.	Implementation of Personal Learning Plans (PLPs) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2). Students will be empowered to advance their learning and to advance upon demonstrating mastery.

Tags:
MTSS, Intervention, Plp, Problem solving process, Mtss folders, Mtss tiers 1, 2, and, Mtss team, Monitoring and accountability, Mtss tier 3, Academic pr

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Select MTSS Team, train staff on the Problem Solving Process and appropriate interventions	Admin, MTSS Team	Aug 29, 2018 to Aug 31, 2018	On-Track

MTSS, Intervention, Problem solving process

Identify Tier 2 and Tier 3 students requiring MTSS interventions, track and monitor student progress, full implementation of the Problem Solving Process	Admin, All staff, MTSS Team	Sep 4, 2018 to Jun 15, 2019	Not started

MTSS, Intervention, Tier 2 & 3, Gradebook, Progress monitoring, Problem solving process, Monitoring tools, Track progress

Implementation of Personal Learning Plans (PLPs) goals and intervention strategies for students requiring school year supports	Admin, All staff, MTSS Team	Sep 4, 2018 to Jun 15, 2019	Not started

MTSS, Plp, Progress monitoring

Action Plan

Strategy 1

ON-TRACK Daily Morning meetings"

Sep 04, 2018 to Jun 20, 2019 - Administration, culture and climate team, teachers

Status history

May 11

ON-TRACK May 11, 2018
Evidence
More communication between administration, teacher and staff about students.

ON-TRACK Monthly Center Meeting to discuss students academic and behavioral goals."

Sep 04, 2018 to Jun 20, 2019 - Administration, culture and climate,teachers

Status history

May 11

ON-TRACK May 11, 2018
Evidence
More communication between teachers who share the same students.

ON-TRACK Implement school wide behavior expectations."

Sep 04, 2018 to Jun 19, 2019 - Administration, Culture and climate team, teachers

Status history

May 11

ON-TRACK May 11, 2018
Evidence
20% percent decrease in behavior infractions

ON-TRACK

Revamp recess in a way that consist of organized play. During the first week of school, at recess students should practice protocols and procedures (how to play fair & safe, cleaning up, lining up, transitioning to and from lunch)."

Sep 04, 2018 to Jun 19, 2019 - ESP, Recess Staff, Teachers

Status history

May 11

ON-TRACK   May 11, 2018
Evidence
Little to no traffic jams for arrival and dismissal

ON-TRACK

set up clear organized routines and procedures, create a stronger system for behavior management, and stay consistent with shared values and expectations"

Jun 21, 2018 to Jun 19, 2019 - ESP, CCT, Adminstration

Status history

May 11

ON-TRACK
May 11, 2018
Evidence
tight transitions (including arrival and dismissal), less hallway activity, students contributing to the management of the classrooms, logical. a quiet and orderly environment that will allow students to focus on learning, availability for support staff to assist with instruction as opposed to behaviors, adults and students feeling safe throughout the school.

Strategy 2

ON-TRACK   Use school wide grading scale and category weights"

Sep 04, 2018 to Jun 19, 2020 - Teachers and staff responsible for grading and recording grades into gradebook.

Status history

May 11

ON-TRACK   May 11, 2018
Evidence
Gradebook

ON-TRACK   Implement all curriculum assessments, interim assessments, yearly assessments, formative assessments and teacher created assessments"

Sep 04, 2018 to Jun 19, 2020 - Classroom Teachers

Status history

May 11

ON-TRACK   May 11, 2018
Evidence
Gradebook, copies of graded assessments, reports from interim and yearly assessments

ON-TRACK
Provide very specific feedback, prioritizing the main objectives first and then smaller, more easily fixed mistakes with a specific amount of time for students to correct and return work to teacher."

Sep 04, 2018 to Jun 19, 2020 - Classroom teachers and secas that work with students

Status history

May 11

ON-TRACK   May 11, 2018
Evidence
Work products, conference sheets, revised work related to feedback.

ON-TRACK
Dedicate time for professional development related to content knowledge and curriculum along with its' resources"

Sep 04, 2018 to Jun 19, 2020 - Classroom teachers, secas, administration and any other staff responsible for content area work with students.

Status history

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May 11

ON-TRACK
May 11, 2018
Evidence
CPDU's, professional development sign-in sheets, Professional development handouts, and evidence of implementation within the classroom of learned strategies from Professional development.

ON-TRACK
Have frequent data conversations between students and teachers, teachers and other staff including administrators; post data for students, teachers and administrators for easy access and frequent progress monitoring."

Sep 04, 2018 to Jun 19, 2020 - Classroom Teachers, students and administrators

Status history

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May 11

ON-TRACK   May 11, 2018
Evidence
Conference sheets, student goal sheets, reports from interim and yearly assessments and data walls.

ON-TRACK   Use lesson plans to strategically teach class objectives and individual students according to their needs."

Sep 04, 2018 to Jun 19, 2020 - Classroom teachers

Status history

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May 11

ON-TRACK   May 11, 2018
Evidence
Lesson plans, work products, entrance and exit tickets.

Strategy 3

ON-TRACK   Annotate unit/module/domain overviews and complete assessments to identify key CCSS in upcoming lessons"

Sep 04, 2018 to Jun 19, 2019 - Teachers, Administrations, SECAs

Status history

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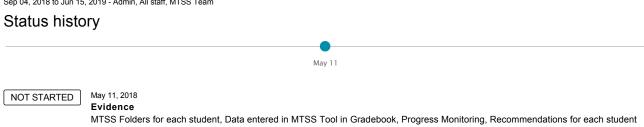
May 11

ON-TRACK   May 11, 2018
Evidence
Weekly submission of annotations, and students performing better on unit, module, and domain assessments.

ON-TRACK
Curriculum focused cluster meetings led by ILT members that highlight CCSS and new leanings from curriculum focused professional development"

Sep 04, 2018 to Jun 19, 2019 - ILT Members, Teachers, Administrators

Status history

May 11

ON-TRACK | May 11, 2018
Evidence
ILT members attending quarterly PLT meetings and communicating new learnings with colleagues

ON-TRACK | Peer walks/lesson studies for feedback on implementation of CCSS, and a glimpse of how the CCSS are vertically aligned across grades"

Sep 04, 2018 to Jun 19, 2019 - Teachers, Administrators, SECAs

Status history

May 11

ON-TRACK | May 11, 2018
Evidence
Teachers using walk-trough tools to provide constructive feedback to colleagues during cluster meetings

ON-TRACK
6 week BOY small group "roll out" to set a foundation and create efficient systems for the implementation of small groups that are based on CCSS and core curriculum data"

Sep 04, 2018 to Jun 19, 2019 - Teachers, Administrators, SECAs

Status history

May 11

ON-TRACK | May 11, 2018
Evidence
Small group time that is quiet with minimum redirection, allowing the teacher to focus on teaching the small group

Strategy 4

ON-TRACK | Select MTSS Team, train staff on the Problem Solving Process and appropriate interventions"

Aug 29, 2018 to Aug 31, 2018 - Admin, MTSS Team

Status history

May 11

ON-TRACK | May 11, 2018
Evidence
MTSS Deck, PD Development, MTSS Team Selection

NOT STARTED
Identify Tier 2 and Tier 3 students requiring MTSS interventions, track and monitor student progress, full implementation of the Problem Solving Process"

Sep 04, 2018 to Jun 15, 2019 - Admin, All staff, MTSS Team

Status history

May 11

NOT STARTED | May 11, 2018
Evidence
MTSS Folders for each student, Data entered in MTSS Tool in Gradebook, Progress Monitoring, Recommendations for each student

NOT STARTED   Implementation of Personal Learning Plans (PLPs) goals and intervention strategies for students requiring school year supports"

Sep 04, 2018 to Jun 15, 2019 - Admin, All staff, MTSS Team

Status history

May 11

NOT STARTED   May 11, 2018
Evidence
PLPs in place and implemented for all students requiring support

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.

ESSA Program

◉ ESSA 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.

◌ ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy   Complete

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

> Bradwell School of Excellence will involve parents in the school improvement by: providing monthly principal reports at the LSC and PAC meetings, implementing parent volunteer program, working with PAC to provide parent training to support academics in the home, taking critical issues to LSC, PAC, and PPLC for input, conducting CIWP review about particular priorities at monthly LSC and PAC meetings

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in

ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

Bradwell School of Excellence will notify all parents via flyers, phone, website, facebook page, marquee signage, and family newsletter of the annual meeting to discuss participation in NCLB. BSOE will have a monthly PAC meeting as well as additional parent nights throughout the year in an effort to increase parental involvement.Both Title I Annual Meeting and Title I PAC Organizational Meeting were held October 24, 2018.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

Each semester (on Parent-Teacher conference dates), the school in collaboration with the PAC will create, distribute, and tally responses from parents related to school improvement. The school community will then collaborate on solutions based on suggestions revealed in the data and related to our CIWP. The school community will measure growth from semester to semester by reviewing new survey data against previous data. Minutes from the PAC meetings will be given to the administrative team for review and action.

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.

Bradwell will send home a copy of the student's performance data as it becomes available, and we will attach it to school-based progress reports, CPS progress reports, or CPS report cards via backpack mailing. All parents of students in benchmark grades will be invited to one of several promotion policy meetings at the school where they will learn about promotion CPS promotion requirements and local expectations for participation in promotional events (i.e., graduation, luncheon, etc.). Parents of students who are at risk for retention will be invited to receive student data via a one-on-one conference, and parents will be required to sign a document stating they understand their child's current academic performance and the risks associated with it.

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.

In the event that a teacher is deemed not highly qualified, a letter will be sent home to parents of students who are impacted. The letter will include our plan to locate a highly qualified teacher.

Schools will assist parents of participating ESSA 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.

Before and during the school year, Bradwell will host a series of parent sessions geared toward helping parents understand the NCLB requirements, Common Core Standards, and the promotion criteria used by Chicago Public Schools.

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

Bradwell will provide parents with a quarterly syllabus explaining what standards, skills, and key understandings are required per grade per subject area. Parents will be trained during the school day or after school on how to access Parent Portal, Compass Learning, and how to navigate Engage NY. Parents are also encouraged to visit classrooms to observe instruction, conference with teachers before or after school or during that teacher's preparation period, and volunteer routinely at the school. Teachers will provide dates for sharing upcoming learning with parents to increase the ability of parents to work their children at home of school content. Each month, a different teacher representative will attend the PAC meeting to share what is happening in his/her grade band related to academics and CIWP priorities.

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

All teachers are encouraged to have at least one parent volunteer per homeroom support their class at some point throughout the school year. The school sends automated calls with updates and upcoming events. The school provide cultural competency professional development as well as practice with how to effectively communicate with stakeholders to maximize student success. Parents have been a part of the CIWP development process as well as instrumental in messaging goals to both school-based and community stakeholders. The school will use the My School, My Voice 5 Essential survey data to create goals with parents on the PAC to increase the overall perception and effectiveness of school from the parent perspective.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

Bradwell will partner with Head Start to provide quarterly parent meetings . Bradwell will host annual family literacy nights and maintain opportunities for parents to participate in the classroom. Pre-School teacher will converse student progress with parents and differentiate learning according to student need.

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

Each month, parents will receive a Family Newsletter containing information pertinent to school and parent programming,. Each month parents will receive a monthly calendar of activities/events attached to the newsletter. Information regarding upcoming events will be posted on the school information board, website, Facebook, and on the marquee.

Policy Implementation Activities

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

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

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement 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

School-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.)

All students at Bradwell School of Excellence will be both academically and socially ready for, attend, and graduate from college. All teachers will use a guaranteed and viable curriculum to encourage high-quality teaching and learning, critical thinking, and articulation of ideas related to and sparked by that curriculum. Our use of higher order thinking questions and small group instruction will be used to enrich student learning and intervene as needed to increase access and proficiency at the grade level and beyond. By providing authentic literacy across the curriculum, all classes will expect that all students read, write, and discuss their learning in meaningful ways, particularly using evidence to support ideas.

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 will be whole school parent-teacher conferences in November and April report card distribution days. All stakeholders can request Parent-Teacher conferences to be scheduled at a mutually agreeable time for all parties involved. Parent conferences include, but are not limited to, data meetings, student performance, student behavior, upcoming events, getting-to-know-you, family engagement, etc.

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

In addition to the CPS mandated progress reports and report cards, Bradwell will continue to provide bi-weekly progress reports. At any time, parents can also check Parent Portal for updates to their child's grades in real time. Parents are notified via automated call, email, and texts of the days to expect progress reports from the school. Attendance reports should be distributed weekly.

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

Parents will be able to set up appointments with staff by contacting the school office. In addition, staff will be available for consultations with parents during progress report and report card distributions. Most teachers are available before or after school.

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

PAC will begin to assist the school in developing opportunities for parents to volunteer and participate in their children's classes. The PAC will call the homes of parents previously signed up to volunteer to coordinate dates, times, and volunteer activity. Parents who are interested in volunteering may contact office staff to complete the online application for CPS volunteers.

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

Parents will assist student learning by ensuring that students are present at school every day. They, along with the school staff, will monitor attendance and will contact the school in case of a student illness or emergency so that the school can send appropriate work home for the student. Parents will submit a written note explaining any absence or prolonged tardy to school. Parents will ensure that their students bring home any missing work from days absent and that the student completes it and submits it as outlined by the classroom teacher. The parents will attend parent meetings that impact children in specified grades. Parents will sign up for and attend parent workshops as supplied by the PAC. Parents will be encouraged to sign-up for Remind.com and Parent Portal to stay abreast.

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

Parents will share concerns via survey (both CPS and PAC created). Parents should attend monthly PAC and LSC meetings to voice concern, share in decision making, and monitor progress toward goals and initiatives. Parents will attend IEP and 504 as required for their children as a participant in the development or redrafting of those plans. Parents will work with the CIWP team to develop school improvement plans for academics and parental involvement as well as participate in monthly reviews of progress at PAC and LSC meetings.

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

Students are expected to have 100% attendance. They will come to school in their uniform daily and will follow all school policies and procedures. This includes expectations for building entry and exit. Students should participate in at least one extracurricular activity throughout the year (i.e., after school academic programming, enrichment activities, sports/clubs, student council, etc.). Students should routinely log into Student Portal to check their grades at least once a week, and students are to share their bi-weekly progress reports with their parents for consultation, goal setting, and progress monitoring. Students know their NWEA RIT goals for the year and how far they are away from meeting or exceeding those goals.

Parent Budget   Complete

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

The goals of our parent program is to increase parental involvement in both the academic and social programs at Bradwell School of Excellence. The specific goals are to have an annual Parent-Teacher conference participation rate of over 80%; involve a minimum of six families per semester in parenting classes emphasizing the connection between social-emotional learning and stability to academic achievement; increase consistent volunteerism; increase participation in GED programs, and develop interactions for and increase parent participation in meetings, trainings, student learning showcases, and tutoring sessions to support sustained student academic growth.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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.	$ 459 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ Amount .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 3000 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00

54205 Travel

Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

$ [Amount] .00

54565 Reimbursements

Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement 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 and family engagement 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