



Lyman A Budlong Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Naomi Nakayama	principal	nlnakayama@cps.edu	Has access
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Nicole Cesario	math specialist/ ILT member	nrwhite@cps.edu	Has access
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Michelle Daly	Bilingual Lead		No Access
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Ajita Kennedy	7th Grade Teacher		No Access
Stephanie Paul	4th Grade Teacher		No Access

Team meetings

Date	Participants	Topic
03/06/2018	Nakayama, Bruno, Savakis, Moy, Blankenship, Rosenwinkel, Solis, Cesario	SEF Review
03/12/2018	Nakayama, Bruno, Savakis, Moy, Blankenship, Rosenwinkel, Solis, Cesario	SEF Review
03/20/2018	Nakayama, Bruno, Savakis, Moy, Blankenship, Rosenwinkel, Solis, Cesario	SEF Prioritization

04/03/2018	Nakayama, Bruno, Savakis, Moy, Blankenship, Rosenwinkel, Solis, Cesario	Strategies
04/17/2018	Nakayama, Bruno, Savakis, Moy, Blankenship, Rosenwinkel, Solis, Cesario	Action Steps
04/24/2018	Nakayama, Bruno, Savakis, Moy, Blankenship, Rosenwinkel, Solis, Cesario	Action Steps
05/15/2018	Nakayama, Bruno, Savakis, Moy, Blankenship, Rosenwinkel, Solis, Cesario	Plan for CIWP Staff Training
11/30/2018	Naomi, Mallory, Nicole, Leonor, Michelle, Stephanie, Ajita, Ellie	Q1 Progress

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Through school improvement days, grade level PLC's, LSC/FOB/PAC/BAC, and after school programming, Budlong's vision, mission, CIWP priorities and school-wide goals are clearly articulated and discussed by school leaders, teachers, parents and program leads. School based teams and committees include diverse involvement of staff who work collaboratively to provide school staff with job-embedded training and development via weekly grade level PLC's, Flex PD days (6/year), school improvement days and optional afterschool PD. Teachers are encouraged to provide feedback after training, feedback is used to inform decision making process and plan upcoming PD. Through formal and informal REACH conversations, administration and teachers review evidence, reflect, provide feedback and set instructional goals based on CPS Framework for Teaching.

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

Instructional Leadership Team:

Score

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.

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ILT consists of 3 teachers from each CORE (K-2, 3-5 & 6-8), case manager, instructional coaches, and administration. ILT meets two times per month and weekly within grade level PLC's. ILT members also lead conversations in between meetings to gather information and feedback on school-wide initiatives, goals and programs to report back to ILT. Information that is shared and discussed within ILT is communicated back to grade level teams in the form of action steps that inform instructional moves. ILT analyzes school-wide data, using "Theory of Action" to target root cause and set attainable goals.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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.

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Grade level PLC's run on a 3 week cycle and are tailored to focus on school-wide goals and CIWP priority (Data review, lesson planning, MTSS). School-wide schedule allows for all teachers in every grade level, including DL co-teachers, to meet one time per week for 60 minutes. PLC agendas are created and shared by administration, instructional coaches and ILT the beforehand so that teachers have ample time to prepare necessary materials. As middle of year approached, some teams have taken on the responsibility of creating their own agendas and leading their own PLC's based on specific team needs to take ownership in their own learning. Teachers voted to have 6 Flex PD days which are led by school staff and focused on school-wide goals, CIWP priorities and the CPS Summits. Teachers are encouraged to participate in external PD, with expectation that learning is brought back and shared with relevant stakeholders. Teachers set REACH goals independently and with teams 2x/year to carry over into REACH conversations.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

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

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The school schedule follows sixty minute periods which allows teachers to block times, creating double periods of core subject areas. Each grade level meets the CPS minimum minute requirements, including the requirements for specials classes. The school wide schedule was developed with consideration of the needs of our diverse learners population. General education time distributions were created after the diverse learners teachers schedules were created so that all IEP minutes were met. The school wide includes grade level PLC's one per week for sixty minute, the PLC topics run on a three week cycle that follow our 2016-18 CIWP priorities and school goals. Funding has also allowed us to run CHIME, our Leveled Literacy Intervention program for tier 2 students, robotics for our 5th-7th graders and Girls in the Game for girls in 3rd-5th grade. Grants have given us, "out-of-school time" program for 2nd-8th graders, Dancing with Class program for 7th and 8th graders, and our after school engineering program for 5th grade. Our Behavioral Health Team works with teachers on best practice in social emotional learning and RSP's visit classrooms to service minutes, observe and provide recommendations. The BHT is consistently seeking out community partnerships, our list grows each year. Asian Human Services and C4 both service students on school grounds. We have streamlined the purchasing process through wishlists which encourages teachers to collaborate on resources needed within and across grade levels. Our hiring process includes a team of people that participate in observing demo lessons which are following by debriefing, this promotes collaboration on hiring effective teachers and placing them in grade level and content areas that are most fitting. Teachers complete grade preference sheets each spring to consider placement for the upcoming school year based on needs. We also have a coordinator for university observers and student teachers who connects with students through conversation and interview to appropriately place within our building. Our coordinator has exit conversations with university supervisors and is in the process of creating an exit survey for the students.

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ 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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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Throughout the school, teachers are collaborating to carefully align units of instruction in reading and mathematics. Grade levels meet weekly in PLC's to determine student mastery and reflect on next steps to support all learners. Teachers meet and use big ideas or overarching themes to determine the of goals of instruction. Our curriculum is rather rigorous, therefore teachers collaborate on leveling texts to ensure that all students are exposed to grade appropriate skills and concepts. In terms of English Language Learners, more teachers are certified to prepare lessons that are differentiated . The bilingual lead coordinator provides up to date information on strategies that will support language proficiency. This is reflected in weekly lesson plans. Teachers use a variety of methods to integrate social emotional learning into the curriculum. Aside from our Second Step program we are focused on building authentic experiences for students to take part in. For example, we have team building, reading buddies and Random Acts of Kindness to promote a healthy social emotional community. We are also committed to exposing the students to real world learning through experiences such as Global Education and project based learning. Additionally as students mature, they are engaged in discussing current event issues and global problem solving.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

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)

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Our curriculum guides are aligned to CCSS and teachers have access to materials/content across grade levels. Technology and materials/tools are plentiful. I.e: promethean boards, ipads, chromebooks, elmo/projectors, two computer labs are available and used flexibly in instruction. Technology is rotated to be updated and maintained regularly. Teachers and students strategically use tools and manipulatives in the classroom to enhance teaching and learning. Learning materials are available to teachers, students, and families through a checkout system of a lending library of materials families use at home. Teachers loan materials or students create materials in class and use at home. Curriculum and native language reading books are made available for students and families of English Language Learners. Teachers and EL staff write and communicate to families in a variety of languages. Teachers guide students in research and develop real world problems solving. This develops students interest in a variety of topics. For example, first graders are exploring the community through real experiences, 8th grade is participating in Global Ed. We offer varied levels of support for tiers of students using a variety of pathways; hands on tools, online games and skill builders. Curriculum and engaging learning activities are differentiated in the classroom for all learners at their instructional learning level. Individualized instruction is delivered for tier 3 as well as extensions and accelerated learners. Teachers focus on our three habits that build social emotional learning for students as well as the Second Step curriculum. Reading Street, Making Meaning, Springboard, Bridges, Connected Math, Foss Kits, IQWST, Mystery Science, Global Ed. In addition, we supplement our Social Studies Holt curriculum with lessons from Facing History, Big History and current events featured in NEWSOLA. Supports: EL staff, Specialists, social worker, counselor, CICO, tiered interventions and supports

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

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This year we adopted the theme of "Budlong Beautiful" which represents our diversity, inclusivity, and belief that all children can achieve at high levels. All classrooms practice tier 1 social-emotional learning through Second Step, Morning Meeting and CHAMPS. Teachers incorporate techniques to develop oracy in the classroom which gives students opportunities to make critiques, revisions and provide evidence of their reasoning. The lesson plan template includes a section where teachers address differentiated instructional moves based on the tier of learners and scaffolding questions based on the DOK levels. In mathematics, there is a focus on student based discovery through common core, students are expected to focus on process, not product and discuss findings with opportunities to critique themselves and their peers. In classrooms across grade level, students take on creating authentic work for real audiences through STEM & STEAM. Students participate in self and peer assessment using rubrics and sharing techniques that are adapted for diverse student needs. Our school believes and practices growth mindset. In several grade levels, students are required to redo work that falls below expectation, having the opportunity to raise their grade. During PLC's, teachers analyze student work samples to determine next level of supports or challenge. We continue to work towards reflecting the key shifts in literacy, focusing on academic vocabulary, language development and incorporating reading and writing across the curriculum.

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	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. 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	
	<ul style="list-style-type: none"> ✓ 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 (SQRP) ✓ Stice 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

With the addition of GO CPS, the high school application process is smoother and more user friendly for parents. Additionally, 75% of students are participating in shadow days, which help prepare them for the transition to high school. The students are able to learn about special programs offered, including career and technical education. The counselor hosts a parent information night for families to attend to learn more about the application process. Additionally, the school counselor also leads Naviance classes every other week to help students develop an Individual Learning Plan, which tracks coursework, college and career assessments, and goal setting. The eighth grade team meets one-on-one with parents regarding their child's potential high school placement, if needed. All students with IEP's who are in eighth grade have a transition plan written, which focuses specifically on post-secondary skills and goals. The eighth grade DL teacher has made visits to local neighborhood high schools to understand what types of DL services are provided in the high school setting. Students with disabilities who qualify are recommended for Extended School Year (ESY) to help bridge the gap between school years, ensuring skills are not lost in the summer. All eighth grade students take eighth grade Algebra, which prepares them for math when they enter high school. Additionally, each student in the school receives a planner at the beginning of the year, which serves to encourage organization and self-sufficiency. Students create academic goals based on standardized testing, and these goals are monitored throughout the school year with the support of the teachers. Second Step, a social-emotional curriculum that is taught once a week, supports students with improving personal behavior by emphasizing communication, collaboration, and organizational skills. Along with this, Reading Buddies is a program that pairs upper-grade students with lower-grade students in order to teach them how to read and facilitate leadership. Students attend two field trips to universities (University of Michigan and University of Madison) which enrich student academic experience and provide exposure to college expectations and student life. Junior Achievement came in to Budlong and presented on fostering work-readiness, entrepreneurship, and financial literacy skills.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Nonincome Identity Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

1 2 **3** 4

The PLC structure for this school year has three topics: data, lesson planning and MTSS. During these PLC's teachers analyze standards based curriculum assessment from and district assessment results to make instructional decisions and are persistent at adjusting instruction through differentiation and tiered grouping that includes scaffolding. The instructional coaches are present at all PLC's which provides teachers with guidance and support to determine appropriate instructional moves for various learners. As teachers lesson plan, the template includes a section to address student misconceptions. Teachers and administration monitor effective teaching practices through REACH observation conversations as teachers set semester long REACH goals and reflect on practice that supports goals. Teachers plan to include interest based activities to engage learners and build their agency, identity and authority. Our school-wide goals include a goal for oracy in the classroom, which is also represented on the lesson planning template. Teachers use sentence stems, guidelines for effective talk and incorporate the DOK levels to increase the use of higher order thinking questions. As a school, we are persistent at continuing to focus on student ownership in learning including setting the purpose for learning, making it relevant to students and their lives outside the classroom.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

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

In grades PreK-8, we have curriculum based assessments (formative and summative) that are used to monitor progress in between district benchmark testing. Teachers also use formative assessment in the form of exit slips and other informal measures to monitor progress of all students. Our K-5 teachers use the Unity program to gather data through our Bridges math curriculum based assessments. In addition, K-1 teachers use the BAS assessment 3x per year. This year, we began using iXL for reading and math which provides diagnostics for teachers to assign skills for students to practice. Our EL coordinator uses Imagine Learning for bilingual students, a diagnostic is taken so that students are assigned skills to practice. All students access the same assessment that correspond to their grade band. School-wide, grade level and classroom specific data is reviewed at weekly PLC meetings and during ILT to make instructional, supportive decisions that are specific to grade levels and classrooms. This year we began creating grading protocols per each grade band, ensuring that all teachers are using same categories and weights. We need to work towards consistency across the school, especially making sure that grades are aligned to standards. We need to continue working towards effectively and efficiently monitoring progress of our EL students to make instructional decisions and provide appropriate supports and services. Our school strives to promote growth mindset, allowing students to make-up work for a better grade so that students are not fearful of making mistakes. Classroom teachers work on planning for student misconceptions during PLCs so that teachers can plan how to successfully address student misconceptions before they happen. Our school uses the habits of work, mind and heart to lead character development and remind students of expectations of being a learner. We need to continue working on this to ensure all learners practice growth mindset and understand the purpose and importance of learning.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.e. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

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

This year PLC structure consists of three cycles: data review, lesson planning and MTSS. Through PLC's we are able to focus on data to inform the planning process which includes formative assessment and differentiation. When planning for instruction, teachers identify students who need extra support by accessing a variety data points and collaborate with various stakeholders including instructional coaches and DL and EL teachers to provide supports and interventions that meet students needs. Teachers create a classroom environment that reflects importance of learning with high expectations for all learners. Teachers have been working to reflect on student agency, identity and authority and how to progress each of these dimensions through various instructional moves. We are in our third year of rolling out our school-wide Problem Solving Process, teachers have become efficient at determining students that need tier 3 interventions and have progressed their knowledge of creating and implementing appropriate interventions while progress monitoring and documenting data in Gradebook MTSS Logger. School-wide, we have a BHT that supports teachers in the implementation of tier 1 practices and works with teachers to plan and implement tier 2 and 3 SEL interventions as needed. Teachers communicate with parents on a daily basis through multiple methods of communication, mainly in-person before and after school for our Prek-3rd graders and via email or phone for intermediate and junior high students. Our Problem Solving Process requires teachers to communicate with parents at least three times throughout the duration of the 4-6 week intervention. Students that did not meet promotion criteria have PLP's created in gradebook which were created by the classroom teacher and school counselor in collaboration with the parents.

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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Our focus in PLC's have been rooted in the cycle of inquiry, data to drive instruction, and differentiation of instruction across all grade levels to meet the needs of all learners. Our lesson plan structure has evolved to include instructional moves to meet students at their instructional level and how to extend their learning. As evidenced by one of the schools instructional points, planning for misconceptions. Diverse learner teachers collaborate with general ed teachers to plan and differentiate grade level standards and promote best practices via various co-teaching models. Teachers develop growth mindset within their classrooms so students are expected to persevere in problem solving and develop agency, authority, and identity as learners. As a school, we are working towards consistency across the school in every classroom for teachers to provide positive, informative feedback to students with clear outcomes and for students to consistently engage in self and peer assess to reflect on their learning and set goals.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> ✓ 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/te) ✓ 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

The Check-in/Check-Out program was created two years ago to support Tier 2 students that were in need of an adult mentor. The system provided for a morning and afternoon check-in with an assigned adult to provide mentorship and emotional support. Incentives were provided with each positive point earned by the student. This contributed greatly in fostering trust between students and teachers.

Student of the Month awards are nominated by teachers whom they feel capture the essence of Budlong's Habits of Heart, Mind, and Work.

Positive student-to-student interactions are supported through the buddy system of 8th graders paired with kindergarten students. This relationship fosters good behavior for both parties through the role model structure. Oracy, the practice of discussion to deepen student understanding of academic content, is a classroom practice that teachers at Budlong have endeavored to adopt throughout all content areas. Through oracy, opportunities are created for students to learn social and emotional skills such as empathy and relationship building.

Budlong's diverse staff is reflective of its student population which allows opportunities for learning about social identities, diversity, race, and equity. Not only are students learning about each others' different cultures, we also then take that learning and synthesize this understanding into events that bring them all together. Some events that showcase student diversity are International Week, Budlong International Cookbook, Chime performances, and Budlong Under the Stars.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cgs.edu/SEL)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

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

Our school has been immersed in professional development around oracy to deepen students' understanding of current events. At the early elementary level, students are using talking stems to facilitate discussion with each other wherein opinions are supported with evidence from classroom text. At the upper grade level, students are researching topics wherein they are evaluating and analyzing information from a variety of sources to engage in democratic classroom discussion. The topic of local and national politics is studied and discussed in the upper grades as part of the units on the U.S. and state Constitution. The lower grades cover politics on a more surface level, concentrating more on the landmarks and notable people from Chicago and Illinois. Students in the upper grades have participated in mock elections that align with national elections but not local elections. Students in the lower grades may intermittently participate in the electoral process but not tied to real world politics. Our school population is highly diverse with students from all around the world which makes our International Day a big part of how we showcase students' identities. Our Friends of Budlong committee is currently in the process of gathering recipes from parents within our school that capture the rich backgrounds from which they originated. Through the exchange of food, students are learning and understanding the different perspectives that others may have. There is a need for more student voice via a student council, student engagement with community, and offer more opportunities for student voice which will lead towards developing a schoolwide civics culture.

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

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • MYMS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Sample learning reports and/or reflections of SL projects • Unit and curriculum maps, rubric, assessment artifact • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS 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

There are monthly security meetings led by administration to review policies and procedures regarding safety and security within the building. Security officers are assigned to crucial parts of the building to maintain order and ensure visitors are screened before entering. There are quarterly fire drills, tornado drills, lockdowns, and bus drills, as monitored by the Chicago Police and Fire Department, who then provides feedback to administration. Classroom doors are locked at all times and only one door (Door 1) is used for people entering. There is also an allergen response team, including the school nurse, that leads quarterly allergen drills. The school has a documented list of functioning AED's within the building. Teachers have all taken a mandatory training online regarding asthma and allergies, and Budlong provided two PD opportunities for teachers to become trained in CPR. In regards to arrival and dismissal, preschool and kindergarten teachers sign their students out with a formal sign-out list. There are stations outside on the field with room numbers visible for parents to identify where their child should be. When transitioning throughout the school students in all grades follow the same expectations of voice volume, using the CHAMPS framework (e.g. level 0, level 1 volume, etc.). Backpack mail is given weekly to inform parents about any changing safety/security policies and procedures.

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	<ul style="list-style-type: none"> ✓ MYMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching¹ ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ 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/seal/)

Restorative Approaches to Discipline:

Score

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.

1 2 3 4

School wide, we have several tier 1, 2 and 3 supports, resources and interventions in place. The tier 1 supports and resources serve as a proactive approach to discipline. All classrooms conduct Second Step lessons on a weekly basis, include a classroom management system of their choice (most often CHAMPS is used), utilize morning meeting and school-wide attendance incentives are in place for all grade levels. Families are frequently communicated with at arrival and dismissal and included as partners in the process of restorative discipline. Our Behavioral Health Team manages instructive responses to discipline through tier 2 interventions such as our check-in/check-out system, mentor program, lunch bunch groups and social skills groups led by RSP's and school based staff. Our school counselor also leads classroom and grade level lessons based on students needs at various times of the year. School staff participates in internal and external SEL training which is shared with school staff upon return. We also practice restorative discipline through peace circles, talking circles and tier 3 behavior support plans. Students that need extra support and care are given a continuum of interventions and parents are looped in the process through every step of the way. We also have a multitude of community based partnerships that run programs during the school day that support SEL and we have agencies that intake referrals for students that may need more intense services.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

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.

1 2 3 4

There are monthly LSC meetings that occur, either in the morning or evening, where grade levels and auxiliary teams present their current goals and curriculum. Friends of Budlong (FOB), which is a parent/staff group, meets monthly as well, and they organize fundraising activities and events such as the Mother/Son dance, Daddy/Daughter dance, Budlong Under the Stars, and the Hot Chocolate Run. Additionally, other parent partnerships events include: Science Night, Budlong's Got Talent, Kindergarten Literacy Night, and Math Night. There is a kindergarten tour every Thursday where parents within the community can come in and tour the school. Backpack Mail is sent home every week to inform parents about events, and the website is updated monthly to include news from the principal, as well as to provide access to teacher websites and Parent Portal. Parents are encouraged to attend field trips and volunteer in the classroom. Budlong partners with C4 (Community Counseling Centers of Center) and Asian Human Services to provide counseling to students. Beginning in April parents are encouraged to participate in Budlong's community garden. In regards to planning for high school, the school counselor holds informational meetings for parents and students to work on applications. The upper-grade students go on multiple college visits per year. Teachers communicate with parents through a number of different apps or weekly/monthly folders that get sent out. Teachers also communicate through emails, phone calls, or meeting with parents face-to-face. The case manager coordinates translators to attend and translate IEP or 504 meetings, and there are teachers here who speak Cantonese, Russian, Bosnian, Bulgarian, Spanish, Vietnamese, Arabic, Assyrian, and Polish. Home visits are made for students who are chronically truant. Robocalls are made for students who are absent to inform parents. Agendas are given at the beginning of the school year to students with information regarding supplies, school policies, dress code, etc. Parents are invited to Peace Day and International Day, where classroom celebrate different cultures and invite parents to attend.

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

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ 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
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 \emptyset
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset

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					
Same goal as 2018-19.	85.00	76.00	82.00	90.00	90.00
National School Growth Percentile - Math					
Same goal as 2018-19.	93.00	82.00	90.00	90.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Same goal as 2018-19.	66.60	61.70	70.00	75.00	75.00
African-American Growth Percentile - Reading					
NA	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
Same goal as 2018-19.	81.00	68.00	85.00	75.00	75.00
English Learner Growth Percentile - Reading					
Same goal as 2018-19.	92.00	81.00	95.00	90.00	90.00
Diverse Learner Growth Percentile - Reading					
NA	(Blank)	(Blank)	0.00	0.00	0.00
African-American Growth Percentile - Math					
NA	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
Same goal as 2018-19.	91.00	85.00	90.00	90.00	90.00
English Learner Growth Percentile - Math					
Same goal as 2018-19.	93.00	76.00	81.00	80.00	80.00
Diverse Learner Growth Percentile - Math					
NA	(Blank)	(Blank)	0.00	0.00	0.00
National School Attainment Percentile - Reading (Grades 3-8)					
Same goal as 2018-19.	76.00	81.00	82.00	90.00	90.00
National School Attainment Percentile - Math (Grades 3-8)					

Same goal as 2018-19.	69.00	76.00	74.00	90.00	90.00
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National School Attainment Percentile - Reading (Grade 2)

Same goal as 2018-19.	92.00	85.00	97.00	90.00	90.00
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National School Attainment Percentile - Math (Grade 2)

Same goal as 2018-19.	84.00	68.00	77.00	90.00	90.00
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% of Students Making Sufficient Annual Progress on ACCESS

Increase from 2018-19.	39.50	(Blank)	0.00	55.00	60.00
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Average Daily Attendance Rate

Same goal as 2018-19.	95.90	96.30	98.00	98.00	98.00
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My Voice, My School 5 Essentials Survey

Well Organized.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

plan questioning and discussion techniques that encourages curiosity, discovery, logical thinking, and risk taking

...then we see...

students forming well developed ideas, questions, and responses

...which leads to...

collaborative problem solving and ownership of learning

Tags:

Student ownership, Student discourse, Planning for instruction, Oracy

Area(s) of focus:

2

Action step

Design standards based literacy and math units/assessments/projects to accurately measure student mastery of standards

Responsible

Teachers

Timeframe

Sep 4, 2018 to Jun 18, 2019

Status

On-Track

Instruction, Formative assessment, Planning for instruction

Strategy 2

If we do...

develop tiered formative assessments for groups of students

...then we see...

differentiated instructional moves

...which leads to...

students at all levels exceeding growth targets on school-wide assessments

Tags:

Differentiated instruction, Flexible grouping, Multi-tiered support systems, Analysis of data, progress monitoring, rit instruction, small group instruction, Designing assessments, Planning for instruction, Aligned assessments

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Teachers will use multiple data points to inform tier 1 and 2 problem solving process, use flexible grouping and effective progress monitoring of standards based skills to decrease amount of students below the 24th percentile and increase in Tier 1+ student	Teachers	Sep 4, 2018 to Jun 18, 2019	Behind

Problem solving process, Flexible grouping, Multi-tiered support systems

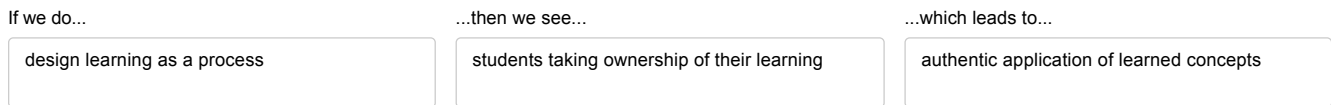
Once per month, grade level PLC's will be dedicated to tier 3 Problem Solving Process to guide teachers through protocols and review MTSS Logger intervention and assessment data to determine next steps.	Teachers & Leadership	Sep 4, 2018 to Jun 18, 2019	On-Track
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MTSS, Problem solving process, Tier 3

Teachers will incorporate SEL into daily instruction through tier 1 supports and interventions, and will use BHT referral process for students needing tier 2 and 3 SEL intervention.	Teachers and Behavioral Health Team	Sep 4, 2018 to Jun 18, 2019	Behind
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Second step, Behavioral health team, Social emotional learning, Morning meeting, Cico

Strategy 3



Tags:
Authentic tasks, Student ownership, Planning for instruction

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Teachers will build literary knowledge and vocabulary of complex text by increasing usage of novels in primary to intermediate grades.	K-5 Teachers	Sep 4, 2018 to Jun 18, 2019	Behind

Vocabulary, Text complexity

Teachers will access various co-teaching models to differentiate instruction and expose priority groups of students at every grade level to challenging and complex content.	K-8 Teachers	Sep 4, 2018 to Jun 18, 2019	On-Track
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Differentiated instruction, Co teaching, Text complexity, Academic growth

Action Plan

Strategy 1

ON-TRACK

Design standards based literacy and math units/assessments/projects to accurately measure student mastery of standards"

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history

ON-TRACK

Nov 30, 2018

Evidence

Created standards-based grading committee to develop pilot SBG group. Created new lesson plan template that focuses on 1-2 standards at a time to develop strong practice towards specific skills. ILT creates peer observation note catcher template that teachers have used to assess their plans.

Strategy 2

BEHIND

Teachers will use multiple data points to inform tier 1 and 2 problem solving process, use flexible grouping and effective progress monitoring of standards based skills to decrease amount of students below the 24th percentile and increase in Tier 1+ student"

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history



BEHIND

Nov 30, 2018

Problem

Flexible grouping is not being used across the board, progress monitoring tools are not consistently aligned to standards based skill to properly assess student tier, strengths and areas to focus.

Root Cause

Teachers waiting for MOY map data, uncertainty on timeline of regrouping or how to manage flexible grouping.

Next steps

Training on learning continuum and use for small group instruction, effective progress monitoring aligned to standards, using multiple data points from various sources. Need to establish timeline of minimum amount of time before regrouping takes place.

ON-TRACK

Once per month, grade level PLC's will be dedicated to tier 3 Problem Solving Process to guide teachers through protocols and review MTSS Logger intervention and assessment data to determine next steps."

Sep 04, 2018 to Jun 18, 2019 - Teachers & Leadership

Status history



ON-TRACK

Nov 30, 2018

Evidence

Meet weekly for grade level PLC, use one meeting per month to discuss problem solving, review individual cases and gradebook MTSS tracker.

BEHIND

Teachers will incorporate SEL into daily instruction through tier 1 supports and interventions, and will use BHT referral process for students needing tier 2 and 3 SEL intervention."

Sep 04, 2018 to Jun 18, 2019 - Teachers and Behavioral Health Team

Status history



BEHIND

Nov 30, 2018

Problem

Teachers are not using calm classroom and second step with fidelity.

Root Cause

Teachers use other supports such as morning meeting, reflection circles, talking circles, etc.

Next steps

ILT participate in walk-thrus to check-in with SEL supports and services and discuss at PLC.

Strategy 3

BEHIND

Teachers will build literary knowledge and vocabulary of complex text by increasing usage of novels in primary to intermediate grades."

Sep 04, 2018 to Jun 18, 2019 - K-5 Teachers

Status history

Nov 30

BEHIND

Nov 30, 2018

Problem

Teachers are moving towards balanced literacy approach, but have been more consistently using Reading Street leveled readers and textbooks. Students are checking out novels for independent reading, but novels have not been used for literature circles, extensions, etc.

Root Cause

Next steps

ON-TRACK

Teachers will access various co-teaching models to differentiate instruction and expose priority groups of students at every grade level to challenging and complex content."

Sep 04, 2018 to Jun 18, 2019 - K-8 Teachers

Status history

Nov 30

ON-TRACK

Nov 30, 2018

Evidence

DL and EL teachers co-plan and co-teach using various models in an inclusive setting.

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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.

Budlong School is receiving Title I funds for the 2018-19 school year. We currently have a Parent Advisory Council (PAC) which meets monthly to review the Title I budget and receive training. The parents of students under Title 1 funds attend these meetings in order to receive training and offer input on Title 1 programs in terms of review and improvement.

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

The Title 1, Part I annual meeting and the organizational meeting will be held on September 19, 2018. At this time, parents will be informed of the school's Title I program and will be able to offer input on what they would like in terms of program offerings and services. Title I requirements and parents' rights to be involved will be shared. Additional meetings will be held in conjunction with school assemblies, BAC meetings, LSC Meetings, and FOB meetings on a monthly basis. Notices will be sent home in a variety of languages to fully inform our many bilingual parents.

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.

Information about our Title I program will be generated to parents in a timely manner: by monthly PAC meetings and at regular parent-teacher conferences. Parents will be given ample notice of the meeting dates and times. Handouts about the Title I program will be provided to parents. Workshops and speakers will also be provided as often as possible to our parents. Parents who attend the PAC meetings are given opportunities to give suggestions or make recommendations on the services, materials and programs that their child receives during the school day or after school. The school will respond in a timely manner to any suggestions or requests made by parents.

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

Parents receive a copy of their child's performance on the MAP reading and math assessment as well as other data from curriculum based assessments across content areas. During report card pick-up and scheduled parent teacher conferences, teachers review data, grades and other important information regarding each student's individual progress on CCSS and grade level expectations. Parents receive a copy of their child's MAP data at least once a year, however, parents can request data at any time.

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.

Budlong strives to hire and retain staff that meet highly qualified criteria for the content areas in which they teach. Budlong encourages teachers to have endorsements and certificates in multiple content and specialized areas to best service all learners.

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.

At the annual Title I Informational Meeting in the fall, state and district are discussed to inform parents of content standards and grade level achievement standards. During the informational meeting, requirements of Title I will also be distributed and discussed. Parent training will be offered and encouraged throughout the year. This training is relevant during annual curriculum night and report card pick up, but also during science, math and literacy nights. Teachers work with parents on how to access the parent portal to monitor their child's grades and how they can best support their child at home in literacy and math based on their child's individual academic level.

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.

Funds are available in the school's Title I budget which provides funding for parents to attend conferences and workshops. These funds can also be used to obtain subscriptions, supplies and resources that provide literacy training through technology and other resources. PAC monthly meetings are also used for presenters to provide more information and training on topics that can help parents teach/help their children at home with academics/homework. PAC meetings are used to increase parent involvement and include parents as instructional partners. In the 2017-18 school year, "lending library" resources were purchased for literacy and math which can be rented by families to take home and work with their children on specific skills.

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.

Administration and staff work together in communicating with families to best support all students. Teachers at multiple grade levels invite parents into their rooms at the beginning of the year to build rapport at the start of the year. Teachers encourage parents to volunteer in the classroom and participate in field trips and after school events to build ties with parents and home to school connections for students. Curriculum night and report card pick up days are supportive in building working relationships with parents as teachers can work with parents as partners in the instructional process. Budlong utilizes approved parent volunteers to support the school during events where extra support is needed. this allows parents to feel part of the school community and build connections with all staff.

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.

Ready to Learn parents can participate fully in classroom activities, training and field trips. Parents receive monthly newsletters on a variety of educational topics. Some of these are also available through our website. Links are also provided on our website to various online educational programs that parents can use at home with their children. At the beginning of the school year an orientation is held for preschool and kindergarten parents to inform families of curriculum, supports and services and to encourage parents to become involved.

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.

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

Policy Implementation Activities

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

In the CIWP, the school identifies current parental 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.)

High quality curriculum and instruction in a supportive environment is provided by the direction of our mission statement which states, "Budlong will tailor its instruction so all students grow and achieve. To do this, we will build our capacity around reflective practice, and more specifically, differentiated instruction". Furthermore, our vision statement indicates that "A Budlong education challenges students to think critically, problem solve, and innovate in a global context."

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

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

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

Parents will be provided consistent, thorough reports on their children's progress throughout the school year. This includes 5 week progress reports via IMPACT at each half way point in the marking period and frequent curriculum based assessment results. MAP/MPG reading and math reports are sent home in the Spring, however, parents may request growth reports at any time. Conferences are scheduled per a teacher or parent request and may meet at a mutually agreed upon day and time.

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

Teachers are available for conferences before and after school and/or during free periods as determined by teacher. The school notifies parents of the days and times teachers are available. Teachers can also be contacted through email, through the Parent Portal, or parents can call the main office and leave a message. Students and parents also have access to each teacher's web page on the school website at budlong.cps.edu

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.

Parents are encouraged to complete a Parent Volunteer Form in order to volunteer in their own child's classroom or any other classroom in the building. Staff uses the volunteer list to request support for school-wide events. Parents are also welcome to accompany students on field trips or participate in classroom activities.

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

Parent/students receive a student handbook/agenda at the beginning of the school year which includes school and CPS policies. The student handbook/agenda includes a calendar which allows parents to monitor homework assignments and communicate with teachers. Curriculum night at the beginning of the year offers parents an opportunity to meet teachers and review grade level curriculum, events, field trips, etc. that parents are encouraged to ask questions about participate in. Parents also have access to the Parent Portal in IMPACT, which allows them to check on grades, attendance and assignments.

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

Parents participate in individual meetings relating to their child's academic progress and social emotional well-being. This includes participating in and being made aware of the Multi-Tiered Systems of Support (MTSS) and/or Problem Solving Process and if applicable an Individual Education Plan (IEP). Parents are encouraged to request a meeting if concerns arise and teachers or other school support staff communicate concerns, with possible solutions and resources to parents. Parents have an opportunity to give input and review school-wide academic and social/emotional progress at the monthly LSC, PAC, and BAC meetings.

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

Students will assure academic achievement by their participation in the development and implementation of any academic plans that address areas as class preparation, attendance and achievement. Improved academic achievement, honor roll and perfect/most improved attendance is recognized by the school with an awards assembly at the end of each quarter. Students are encouraged to utilize student portal to track missing assignments and grades and are often provided opportunities to make-up work and/or retest to improve their own grades. Budlong's teachers and staff provide several before and after-school programs that students can attend that focus on academic achievement, social-emotional development, and physical health which all contribute to over academic progress.

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

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.	\$ 1500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 250 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
<p>54205</p>	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
<p>54565</p>	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
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ 500 .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

