Daniel C Beard Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Manda Lukic	Principal	mmlukic@cps.edu	Has access
Kerry Rush	Assistant Principal	kmelton@cps.edu	Has access
Alana Kearns	MTSS and ILT teams - sped	amkearns@cps.edu	No Access
Kathleen Fahy	MTSS and ILT teams - sped	kfahy@cps.edu	No Access
Kathryn Weiss	MTSS and Social Work	kweiss2@cps.edu	No Access
Natalie Episcopo	MTSS team - sped	nbepiscopo@cps.edu	No Access
Valerie Janik	MTSS team - sped	vjanik@cps.edu	No Access
Margaret Sarti	MTSS Lead Facilitator - Prek	mksheehan@cps.edu	Has access
Jennifer Hardison	MTSS team - sped	jjhardison@cps.edu	No Access
Abbie Ermis	MTSS team - Prek	atermis@cps.edu	No Access
Gabriella Esquivel	ILT team - sped	gesquivel10@cps.edu	No Access
Martha Hick	ILT team - Prek - PPLC	mhick@cps.edu	No Access
Michele Van Pelt	ILT team - sped	mrvanpelt@cps.edu	No Access

Joan Hoyle Lych	ILT Lead Facilitator - Prek	jhoyle@cps.edu	Has access
Rachel Karijolich	ILT team	rlkarijolich@cps.edu	No Access
Gina Kim	ILT team - PPLC	gykim@cps.edu	Has access
Margaret Kelly	ILT team	mkelly27@cps.edu	No Access
Jennifer Mollis	ILT team/PPLC	jamollis@cps.edu	No Access
Julie Pomerantz	ILT team	jrpomerantz@cps.edu	No Access
Noel Schecter	ILT team	nschecter@cps.edu	No Access
Andrea Patrinos	School Counselor/Case Manager	adpatrinos@cps.edu	No Access
Olga Arbelo	Clerk - PPLC	omarbelo@cps.edu	No Access
Allison Rousos	Speech Path		No Access

Team meetings

Date	Participants	Topic
02/01/2018	Local School Council	CIWP Priorities and Input
03/01/2018	Local School Council	CIWP Priorities and Input
03/05/2018	Local School Council	CIWP Priorities and Input
04/05/2018	Local School Council	CIWP Priorities and Input
01/18/2018	Mult-Tiered Systems of Support Team (MTSS)	School Culture and Climate/ School Excellence Framework

01/25/2018	Mult-Tiered Systems of Support Team (MTSS)	School Culture and Climate/ School Excellence Framework
02/01/2018	Mult-Tiered Systems of Support Team (MTSS)	School Culture and Climate/ School Excellence Framework
03/15/2018	Mult-Tiered Systems of Support Team (MTSS)	School Culture and Climate/ School Excellence Framework
01/11/2018	Instructional Leadership Team (ILT)	Analyzing School Excellence Framework
01/31/2018	Instructional Leadership Team (ILT)	Analyzing School Excellence Framework
02/06/2018	Instructional Leadership Team (ILT)	Determining School Priorities / SEF
02/22/2018	Instructional Leadership Team (ILT)	Determining School Priorities / SEF
02/07/2018	Grade Level Team Meetings - Principal Directed	Analyzing School Excellence Framework
02/14/2018	Grade Level Team Meetings - Principal Directed	Analyzing School Excellence Framework
02/21/2018	Grade Level Team Meetings - Principal Directed	Analyzing School Excellence Framework
02/28/2018	Grade Level Team Meetings - Principal Directed	Analyzing School Excellence Framework
01/25/2018	Parent Advisory Council (PAC)	CIWP Input and Parent Participation
02/15/2018	Parent Advisory Council (PAC)	CIWP Input and Parent Participation
03/15/2018	Parent Advisory Council (PAC)	CIWP Input and Parent Participation
04/19/2018	Parent Advisory Council (PAC)	CIWP Input and Parent Participation

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.

Beard School is a unique Specialty School with two very different types of programs housed in the same building. We currently have an enrollment of 195 students. Programs are designed to have an academic focus integrated with social emotional learning skills. Our success is based upon a high level of parent involvement in the school, partnered with high expectations for our students. Our largest program, comprised of 126 students is made up of preschool students, both 3 and 4 years old. Our second largest program is our diverse learner program which goes from Kindergarten to 3rd grade. We have a total of 70 students in this program. Our belief is that all students can and will learn, it is up to us to figure out how to make that happen for every child. The grading scale of Beard was changed in 2012 to mirror the work that we are currently doing with our diverse learners. Grades are aligned to mastery, meeting, or emergent skill sets and have modified values in alignment with IEP benchmark goals. Our preschool students receive report cards based upon teacher observations that have taken place in alignment with the Teaching Strategies Gold data. We use protocols that align to our school's vision and mission statements to make decisions and work diligently to uphold high standards for all of our students.

Vision Statement:
Beard School provides students Preschool through 3rd grade, with intensive early childhood academic supports along with behavior interventions so that all students can be successful when they transition to their next school setting.

Mission Statement:
Our mission is to provide students a common core aligned academic curriculum with high quality instruction through a supportive and safe environment. Holding high expectations for all students, staff will work to increase student achievement and obtain desirable student behaviors. With a highly trained and dedicated staff, Beard will utilize innovative and effective practices that ensure students have maximum opportunities to achieve established standards. This will be accomplished through intensive staff professional development and a highly developed level of collaborative school and parental partnership.

With a strong belief in shared leadership, the school has a clear vision and mission statement where all the work we do is aligned to the priorities of the school. The mantra for our school is to do what is in the best interest of students. The schools mission and vision statement is found on our school website, shared in the student / parent handbook, in the staff handbook, and at all entrances of the school. It is shared with the community and parents at school wide events, and during the state of the school's address. The vision and mission statement are reviewed annually by the staff at the beginning, middle and end of the year, and throughout the year at team meetings. Beard also has school wide brochures in which we pass out the vision and mission to families interested in attending Beard School. We often attend school events where Beard is represented and we disseminate information that has the school's mission and vision statement on it. The mission and vision is posted at every single entrance to the school so that all that walk into Beard, have the opportunity to see what we do for children each day. The results of the Five Essentials survey reveal that in the category of Effective Leaders, the performance level is "Very Strong," for SY17 with a score of 84. Performance trends over time indicate a steady increase in support of the belief that Beard has an effective leadership team, starting with a score of 58 in SY14 to an 84 in SY17. In schools with effective leaders, principals and teacher work together to implement a shared vision. Leaders at Beard School practice shared leadership, set high goals for quality instruction, maintain mutually trusting and respectfully relationships, support professional advancement for all staff and increase capacity for all. The results of the Five Essentials survey in Program Coherence is "Very Strong," in SY17 with a score of 98. Program Coherence trends over time has indicated significant growth from SY14 with a score of 70 to a current score of 98 in SY17. The belief that school programs are coordinated and consistent with it's goals for student learning is a widely shared belief at Beard. The results of the Five Essentials survey in Collaborative Teachers is "Strong," in SY17 with a score of 78. Performance of this indicator over time has changed over the years. Trends are as follows: SY14 the score was 77, SY15 the score went down to 69, SY16 the score increased significantly to 85, only to drop again back down to 72 for SY17. In our school, all teachers collaborate to promote professional growth. Teachers are active partners in school improvement, committed to the school and focused on professional development. Staff members are the collective decision makers for the school through shared leadership. Staff meet together regularly to progress monitor student learning and achievement through the ILT and MTSS teams, school committees, school PLC's, grade level team meetings, paraprofessional team meetings, parent meetings, LSC, Friends of Beard, attendance meetings, related service providers team meetings and administrative team meetings. Parents are also involved in the decision-making process by responding to surveys, attending their IEP meetings and participating in school engagement events, parent teacher conferences, and through committees. We have 98% of our teachers, including the principal, that have gone back to school to obtain an ESL endorsement to provide English Language support services to all students coming to Beard that speak a different language at home. We improve ourselves, to improve student practices. Beard communicates our vision to see students integrated into typical schools by having LRE programs such as Partners in Play exposing children to typical peers. Evaluating our students from year to year, based upon their successes, is the bedrock foundation for success of our diverse learner program K through 3rd grade. In our growing early childhood program, we strive to obtain the highest Gold ranking in Illinois to demonstrate the success of our high quality programs in standards and teaching at Beard. Through mclass observations, Beard has obtained the Gold Excelerate award for preschool programs, validating for us our progress toward student success in preschool. The school's primary focus is placed on both academics and social emotional learning. The school's leadership articulates the school's vision through REACH observations and recommendations for improvement at leadership meetings. We articulate the belief that all students can learn, and that student center based instructional models are best practices to be used for daily instruction. We have overcome many challenges and budget cuts over the past few years, including getting back the SANDI assessment for our 3rd grade students. We have always stayed on focus by making students our priority. We focus on starting the school year successfully by opening our lines of communication, expectations and goals to all of our stakeholders. All instruction is derived through school assessment data and is progressed monitored throughout the year by all staff. Administration is very transparent with information, agendas and ideas. Principal filters out unnecessary information that clutters the teacher's instructional day, setting parameters with parents, and supporting classrooms with needed resources.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

The ILT team completed the ILT Effectiveness Rubric. After it was averaged the numbers that were determined for the beginning of the year to be 23.35, this is a score of 3 or effective. At the middle of the year, the score was a little higher at 24.25, still a 3, and still effective. There is much work to be done to become a highly self sufficient ILT team. Because our school is very different from other schools, we have developed different cycles of learning and problem solving in teacher and para teams. We are unique; therefore our needs are unique as well. The two leadership teams that we have at Beard are the ILT and MTSS teams. They are comprised of all teachers at the Beard School. Both are equitable and have equal shared value at the school. The principal and facilitator leads the ILT team and the assistant principal and facilitator leads the MTSS team. During our meetings, we utilize an agenda to drive the focus of the meetings and give the group ample time for discussions. The ILT team is comprised of newer members this year. The team shares leadership for improving teaching and learning at the school; however is very heavy and dependent upon principal driven priorities. The focus of learning at these meetings is centralized around early childhood, EL and diverse learners. There is a facilitator, note taker, time keeper, and members that are active participants for all discussions. Roles are assigned at every meeting and action steps are included in all of the meeting notes. At the beginning of the year a calendar of dates is developed and shared with all staff in the opening bulletin. We meet regularly, which is twice a month. Since this is a CIWP development year, we have been meeting every two weeks to discuss a writing program at Beard School. This has been generated from the Network 1 Summit meetings geared toward instructional improvement. Because of the learning cycle, and what are plans are for student improvement, the principal and the ILT facilitator will create agendas and share them with everyone in the drive. Follow through of action items and check ins can be refined for improvement. The team is collaborative, transparent and informs data with the data that we have available. Student work is often brought to the meeting to be analyzed and discussed. It is SANDI or the Teaching Strategies Gold that also informs the performance meetings. SANDI is measured at BOY and EOY, so middle of the year conversations focus on IEP goals benchmark assessments and behavior plans that analyzed through the MTSS team. There is a professional tone to the meeting where colleagues share performance and practices, but more work has yet to be done where ownership of this work is taken on by individual teachers and teams. Much work has yet to be done by teachers to analyze data (both qualitative and quantitative) that is relevant to school priorities and timely (e.g. immediately after testing period). This is particularly evident in preschool. This is an area that we need to work on school wide, and less from an individual perspective, as is the tendency for diverse learner teachers. We do use appropriate level of analysis but it is hard to analyze K-3rd grade & school-wide trends due to the individuality of student diversity and disability differences from one child to the next. Because each and every child is so different from the next, root causes can vary dramatically, even in the same classroom. The exception to this is in preschool, where more coherent analysis can be done. We are in need of progress tracking and monitoring of implementation and action items generated at meetings. We also need to begin with meetings with check-in of minutes distinguishing between actions/issues that are wrapped up vs. those that are on-going. The team needs to work on using and gathering a variety of data resources to review and revise school and classroom practices as needed.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
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	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

Professional Learning:

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

Score

1   2   **3**   4

Beard School has a professional development plan in place. The first page of the plan has the listed required professional development training series for all teachers and paras that work at Beard. We believe these trainings will provide teachers with a solid foundation for providing best practices in instruction to preschool, English learners and diverse learner students. The Beard Professional development plan has been developed since 2012 and continues in it's implementation phase until 100% of all staff members are trained according to the plan. Years of analyzing school wide improvement have resulted in the decisions that have informed our professional learning plan. Since 2012, our team has analyzed student data and researched best practices to decrease achievement gaps on SANDI and TSG data. Extensive research around best practices of early childhood, English learners and diverse learners continues to guide us around the selection of protocol trainings to attend. Selections of curriculums that best provided for students needs were selected to improve instruction and target deficits. Soliciting feedback from staff around what helps them to make students successful has led to the selection of a set guide of course trainings. This lead to 98% of our staff working together as a cohort to obtain an ESL endorsement together and more than half of the staff being trained on PECS. Whole staff trainings are in the following areas. Reading, Writing, and Implementing student IEP's, Orton Gillingham Multi-sensory Approach, Structured TEACHH, Singapore Math, Picture Exchange Communication Systems in Levels I and II, Creative Curriculum, MTSS, Calm Classroom, Second Step, Software Implementation, Children's Theater Red Kite, Quality Behavior Solutions, and having an ESL endorsement. The training for paraprofessionals is as equally important. Training that paraprofessionals receive include PECS, prompting delivery, capturing of service minutes provided in SSM, data tracking to support IEP goals and behavior plans, reading and implementing the IEP, Calm Classroom, Second Step, QBS, CPR and Red Kite drama training. The school has worked over the past two years to align resources to providing this training to staff, whenever funding was available. We provide professional development to individual teachers based upon the teacher's areas of personal professional growth and desire to meet their own student's needs. Teachers continually request opportunities to attend trainings that instruct them on how to utilize their student's assistive tech devices. These trainings are also attended with parents so that there is a continuum of use and services provides across settings both at home and at school. Teacher's professional growth have been focused around relevant training, or training that is related to new and current best practices. Learning Walks for both preschool and K-3rd grade allows for all participants to peer observe one another and provide teams with feedback from both teachers and the staff. Professional growth opportunities are also provided to teachers during REACH observations when requests are made to observe other teachers in different classrooms at Beard. Teachers have also been sent to other schools such as Stock, Farnsworth, and Canty to observe classrooms and settings, and instructional practices.

Additional evidence of professional development that is provided includes training in teacher orientations each year for new teachers, trainings in the student code of conduct, Class Dojo, STLS, and PBIS. Staff are sent to EBBS and CHAMPS training. Teachers use the train the trainer models and report out to the ILT and MTSS teams. Our Preschool teachers go through TSG Interrater Reliability Certification training. Our new diverse learner teachers attend SANDI Assessment training that is provided by ODLSS. For all of the staff we do a refresher training at the beginning of the school year to prepare teachers for any changes within the assessment. This year we added the Social Emotional Learning and Communication component sections, in addition to Reading and Math to be assessed. Related Service Providers have attended professional developments on Transitioning, ISHA Conference, PUNS, and PECS. All teams, that have similarly grouped students are given an hour prep daily. Each Wednesday, teams meet during principal directed time and go over team notes, SEF reviews, or analyze data and work to make instructional improvements. The team's template is created to allow for evidence to be built into the notes that give insight into progress monitoring. To provide teachers the additional 30-minute morning prep, it was decided by teachers that they would utilize this opportunity to observe one another informally and receive feedback about their instructional practices. The teachers created a feedback form that they share with one another. There still is much work to do at this level, as we currently do not have 100% buy in with collegue peer observations. Teachers are given ample time to learn new ideas and strategies. Implementation of these new ideas are addressed during REACH post observations. Ideas for further developing practices is discussed during these meetings. New teachers are assigned a mentor teacher at Beard, as well as newer paraprofessionals being assigned a veteran paraprofessional. Support is provided to any teacher seeking additional assistance, whether it be by administration, a team member, MTSS member or related service provider. The network of support is extensive due to the large staff with varied experiences. Frequent non-REACH observations are conducted daily with conversations that focus on doing what's in the best interest of students. Teachers schedule their formal observations based upon availability of their schedules.

Whereas teachers indicated that they don't feel it is a school priority, the paraprofessionals indicated that they would like more and additional training.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ 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

1   2   3   **4**

Beard receives its resources from ODLSS, OECE and CPS to support all of our goals on the CIWP. We are not an enrollment neighborhood school; therefore, we do not receive any SBB funding. We rely solely on what is allocated to our school to make our school priorities happen. To be successful and meet the needs of all students, we struggle to maintain a classroom model of 3 paraprofessionals and 1 teacher in every classroom. This model has proven to have the best results for all students in our diverse learner program. Every teacher uses the CPS Instructional Time Guidelines for instruction that is appropriate to the grade level teachers are teaching. All schedules are provided to administration, posted on doors, and shared in the google drive. Attention to minutes dedicated to academic subject areas is carefully monitored through observations both formal and informal, to ensure appropriate instruction is provided to students. Teachers in the beginning of the year, are provided a master schedule framework developed by the school admin team in which block times are maximized for optimal student learning. Within this framework, teachers then have the flexibility to build in therapy, student centered groupings, IEP goals, SEL, Second Step, behavior plans, Calm Classrooms, Art, and Music and embed them within the instructional school day. Resources are 100% aligned to the CIWP priority goals. Products and programs that are purchased are to support student and teacher needs. Each year, teachers complete their teams SEF to provide an analysis of what is needed to support student learning. Every instructional program that is used at Beard has been vetted by the ILT and MTSS teams for track record of student success. We review all online academic subscriptions yearly to assess if they are still appropriate and used through surveys that are sent out to teachers. If programs are used, are successful, and support our core curriculum, then resources are aligned to ensure that these programs continue to exist at the school. To maximize on savings, Beard uses strategic source vendors within CPS to complete purchases of items and programs. The staff at Beard School engage in a tremendous amount of grant writing to a great deal of success. Over 50% of the teachers have previously written Donor's Choose Grants with great success. These grants provide extra instructional items used in the classrooms to support student learning. Other grants both financially large and small, that we have successfully been awarded, include The Big Green learning garden, Memic Foundation Grants, CEF small school grants, and the Wellness and Healthy Schools grant. Beard utilizes every grant opportunity to bring in additional funding outside of what is provided to us through CPS. We also attend the warehouse open fairs they have to obtain furniture needed at the school for free. Beard also has a very involved fundraising program internally, through our parents and the Friends of Beard. We seek out these opportunities to close the achievement gaps for all of our students. The staff is supported by aligning resources that allow them to attend professional developments, purchase needed items for the students for instruction, technology, programs, and equipment. Teachers struggle with finding needed special needed items within the list of current vendors that CPS has. This includes field trips, garden supplies and special education materials. We consistently work with iProcurement to sponsor vendors for needed support items at the school. We value the input of all of our staff members and believe strongly in shared leadership. We actively work with many universities to recruit student teachers to have yearlong practicums here at our school. We work with our student teachers to build their capacity, enable them to become highly qualified and trained, then retain the most successful ones to remain at Beard School when a position opens up. We do this because of the difficulty in finding highly qualified staff for early childhood, English language learners, and diverse learner students. In interviewing staff members, it is a team effort. We have protocols in place where the principal will print out the resumes of candidates that have applied for the positions on line. The principal will vet the resumes and call all references to ensure that information is valid. The resumes are then given to the team that has a vacancy to set up interviews. Candidates then come to the school and a team of less than 5 people conduct the interview using a list of Beard created interview questions. wo lists of interview questions have been created. One is specifically for a teacher and the another is for a paraprofessional. The line of questioning was designed based upon the expectations of what employees at Beard should demonstrate. Once the interviews are over and complete and there are 3 outstanding candidates that have been selected, each is asked to come in for half a day to demonstrate their skills in the classroom. They are observed by the team and administration. The team in which the new person will be going, will make the selection of their preferred candidate that best fits in and meets the students needs. We have had much success in hiring Beard staff this way. Each year student's classrooms are designed by the teachers that come in during the summer. They look at SANDI data, SEL needs, parent requests and EL needs of the students and divide students into groups of 7 to 10 per a classroom. Then the principal and AP look at the teacher's certifications and teacher's grade level preference sheets to make appropriate assignment matches. Every year, students are matriculated to the next grade level and receive a different teacher. Parents are notified of these placements through letters that are mailed home. At the beginning of the year, our related service providers also schedule students from their caseloads into their schedules. They provide classroom based therapy that allows them to meet the minutes of every IEP. Our case manager ensures that every student's IEP needs are being met. Our 5 essentials survey reveals that we are a well-organized school that has a positive climate and culture. We have very little turnover with teachers and paraprofessionals. Since everyone has a voice at Beard and we believe strongly in shared leadership, the pursuit of personal growth goals that lead to student improvement is always supported. Mid year survey reviews sent to all staff provide us with insight into what areas needs to be addressed or areas of concern are. The same can be said for our parents and community stakeholders. We do a tremendous job reaching out to our partners and engaging them in school wide events with their children and for their own personal learning.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**

- Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
- Use an interview process including a protocol for questioning and select highly qualified candidates.
- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.
  - **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
    - Ensure all students have fair access to high-quality teachers in the school.
  - **Effectively utilize Related Service Providers at the classroom level.**
  - **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
    - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
    - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
    - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
    - **Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.**
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Curriculum:

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

Score

1   2   3   **4**

For Preschool:
Beard School has two unique programs housed in the same building. Our preschool program, made up of 6 programs follows the Creative Curriculum, which is a CPS district mandated curriculum through the Office of Early Childhood. All of our classrooms utilize Creative Curriculum in conjunction with Teaching Strategies Gold as the formal assessment tool. Units are selected by our Early childhood teams based upon student interest, student voice and formative data. The pacing for the program is appropriate for the age level of the students and is geared toward play based learning through stations that have academic skills sets embedded within the activities. Learning is based on essential understandings. Our staff recognizes the importance of students learning in greater depth, rather than covering material and not developing understandings. Teams are very intentional in the designs of the stations and how often they need to be changed to challenge student thinking and press for new learning. All preschool classrooms have large library sets of books that expose them to appropriate levels of text complexity in all content areas. Essential learning through literacy (reading, writing, and speaking) are the language goals for all students in preschool. Books in many languages have been purchased to help EL learners build background knowledge and generalize learned information across settings. All preschool teachers have an ESL endorsement that better prepare them to work with EL learners and diverse learners, as some of the accommodations that help students to be successful, are identical. English language learning is a big component of the Beard program. Standards addressing EL learners are built into the program, but we currently do not have a bilingual preschool instructor. We can greatly see the benefit of having such a program here at the school. OLCE provides our school with the funding to purchase Imagine Learning, which is a support program that teachers have access to. We also have many websites available for parents and students alike that read to children in their native language. Learning at the preschool level is meaningful and project-based. Our full day students participate in school wide field trips correlating to the topics that are being studied in school. The SEL curriculum being used in preschool is Second Step. We also have a partnership program with Lincoln Park Zoo Explorers program for preschool students. Beard knows how to differentiate the curriculum to cater to student's individual needs to ensure that all children will be successful and have access to their curriculum.

For K-3rd:
Our second largest program, which is our diverse learner program, focuses on teaching students their IEP goals, reading, math, communication, and SEL skills that are aligned to common core standards. The Kindergarten through 3rd grade curriculums are as follows. Our reading program purchased in 2014, is the McGraw Hill Reading Wonders program. This curriculum focuses on big ideas that address English language and diverse learners. It embeds writing throughout the program. Our writing program is Daily 5 and Handwriting Without Tears. The writing program is embedded throughout the curriculum and is generalized into all of the contents areas. The Handwriting without Tears programs focuses on the fine motor skills of writing development. Our Math program, purchased in 2015, is the Singapore Math curriculum. We have found that our students are better able to understand and learn through concrete teachings of math rather than traditional abstract math programs. To cater to the variety of student needs at our school, we utilize two science programs. The first science program is Delta FOSS Next Generation K-8 Science, and the second program is Attainment for students with disabilities. Our social studies program is Unique Learning Systems, which has a social studies component called News 2 You. New curriculums are decided upon by the curriculum review committee, over the course of a year. The Wonders Reading curriculum and Singapore Math curriculum, were both selected by a team of parents and staff to be the most developmentally appropriate curriculums for students at Beard. Goals on IEP's are modified for all of our students' current level of functioning. Online resources are available to all teachers at every grade level, K-3, allowing for individualized instruction of every child. Each teacher scaffolds learning that is appropriately aligned to the grade level content material. Teachers with these resources can design content rich thematic units that incorporate all disciplines and many different learning modalities. IEP goal support programs, SANDI and Goal Finder, are utilized in determining appropriate IEP goals aligned to the common core state standards. Teams work very closely together to progress monitor student mastery and pacing of lessons. All teachers K-3 have an LBS1 endorsement along with the majority of staff having ESL endorsements. Beard has over 26 different languages spoken, and works to provide students with books in different languages. Our predominant 4 languages continue to be English, Spanish, Arabic, and Polish. All lesson plans have evidence of the WIDA standards being used within the curriculum. We have bilingual paraprofessional support available for all students in their classroom, in addition to an ESL teacher providing push in support. We encourage our staff and students to speak in their native home language to students that may have an understanding in that language. By doing this, we build a better connection with our students and parents. Staff has increased the learning expectations of students by exposing them to grade level material in all content areas. This is integrated with social and emotional behavioral learning supports provided by additional staff in the classroom. Student centers address IEP goals daily, along with instruction that is individualized. Flexibility grouping is based on assessment data and student skill levels for all academic subject areas. Students are exposed to a variety and complexity of text across all content areas. Reading equitably focuses texts that are shared between fiction and non-fiction. We have support software programs that also helps the students learn how to read, and reads stories to them. Students have access to grade level curriculum in the classroom, texts and online resources. The curriculums include a variety of genres and are indicated on teacher unit plans. Teachers write IEP goals to challenge student's learning. Goals are progressively made harder as previous ones are met. Goals are written based on grade level standards and then modified to be challenging. Centers and flexible grouping are across all classrooms. Beard strongly believes in the integration of life learning experiences and integrating it with instruction. All students attend at least 4 school wide field trips to build upon prior knowledge of life experiences. Community based field trips to neighborhood stores and fire stations have also been included in the instructional teaching of students, as well as museums and nature centers. Unique Learning is widely used in our programs, as is the Picture Communication Exchange System. Beard integrates academic and social emotional learning by using social stories, positive reinforcement, reward systems and class dojo. The whole school uses modified versions of Second Step, and SS Grin.

In K through 3rd grade, we have room to grow and select a social studies curriculum if funding in the future allows. Preschool, currently has all the necessary materials and curriculums.

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

1   2   3   **4**

Instructional materials demonstrate variability and flexibility. All materials are equally accessible by all students. Materials include multimedia, books, technology, student health room, drama room, Promethean boards, rock climbing wall, sensory equipment, curriculum, software programs, manipulatives, educational and social emotional tools, gardens, fish tanks, sensory walls and sensory rooms. All instructional materials are aligned to curricular plans, state standards and student IEP goals to achieve desired student outcomes. Beard teachers have expertise in scaffolding and differentiating instructional materials for all students based upon learner needs and learning styles. The presentation of instructional materials is done through visuals, auditory, kinesthetic, and tactile delivery. Materials are specifically selected to support these particular needs in K-3rd grade. In preschool, instructional materials are utilized to build learning experiences. Materials are selected based upon developmental appropriateness and are modified for student learner needs. Teachers in preschool have set tools and materials they use to engaged in station play based learning. Many materials are also sent to school from home in preschool. In K through 3rd grade, teachers and related service providers intentionally plan for adaptive tools to be used in conjunction with the instructional materials. Students have technological support, talking devices, PECS, low tech devices, touch screens, writing utensils, adaptive paper and scissors, interactive Promethean boards, highlighted text, centers with boxes, sensory bins, and apps purchased from the iCloud that are differentiated to address individual student needs. Instructional materials are made available to all students. Because of the many donor chose grants written, teachers have amassed a large quantity of resources that have been made available to all students. Materials can be located throughout the school in classrooms, the library, IEP conference room, the copy room, resource classrooms, related service provider offices, google drive, the opening bulletin, knowledge center, and the teacher copy room. In these rooms we have leveled readers, books, Wonders curriculum resources, books in different languages, Singapore math curriculum, math manipulatives, science manipulatives, envision math and science support resources, assessment tools, fiction and nonfiction text, games, goal bins, writing tools and teacher resources. This include tools and supports on Augmentative communication devices, picture exchange communication systems, eye gaze devices, writing tools, advance individual assistive tech devices, handwriting without tears, keyboarding without tears, and access to many paid software programs students have access to. Technology integration plan from the past three years has been completed. All students in all classrooms and have Promethean Boards, iPads, and computer desk tops. In 2017, the school had a complete wireless upgrade of the system to accommodate for all of the Wi-Fi connections to the internet. Our computers on a wireless connection run just as fast as a cable connection. Computers have special screens and headphones to accommodate for student support needs. Instructional materials can be utilized through technology devices to engage students especially through the Promethean Boards, which are interactive up to 4 students at a time. Technology is replaced as it is broken or out of date. In the five essentials survey, teachers feel that they are strongly supported with curriculum materials. Teachers also feel highly supported in attending professional developments that train them on how to utilize resources and instructional materials that lead to student learning and engagement.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

Rigorous Student Tasks:

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

Score

1   2   3   **4**

Beard School maintains high standards for all of our students from preschool onto 3rd grade. We believe that all students can and will learn. The Creative Curriculum in preschool is developmentally appropriate for 3 and 4 year old children as it encourages an open and individual approach to each child's learning. It is accompanied by a well-organized assessment instruct and contains materials that meet state content standards and indicators. The Creative Curriculum is a scientifically based, comprehensive curriculum that translates research and theory from the field of early childhood education into a practical easy to understand approach to working with children and their families. The Creative Curriculum highlights the important balance between applying a general knowledge of child development with the particular knowledge a teacher gains by forming a relationship with each child and family. Scaffolding helps a child perform skills at a higher level than he or she could by working independently. Teachers' verbal directions, physical assistance, and probing questioning help children figure out how to approach learning tasks, improve skills, and acquire knowledge. As a child discusses a problem or task with an adult, the adult supplies language to assist the child. The child gradually internalizes the language, and more mature thinking develops. Teachers become the expert observers of children, understand their level of learning, and find ways to extend their learning. An attendance plan is in place to encourage student attendance that will eventually lead to student success. We will creative a supportive and positive environment where student successes will be celebrated. To that end, Beard has created high learning standards for all students. Each student in K through 3rd grade has an IEP that allows them to practice at their goals and meet their benchmarks. Our teachers create a culture of learning by scaffolding strategies to teach them independence. Structured TEACCH principals are used with our students to promote meaning and independence. Behavior charts are used to teach the students how to self-monitor their own behavior. Plans are put in place to develop more independence by fading away supports as students get older. Students are able to choose what they want to work for through the use of choice boards and "working for "cards." Class Dojo has been implemented in 1st-3rd grade classrooms to encourage self-reflection and motivate positive behaviors. Class Dojo also helps the students learn to accept critique by the teacher, but only through a positive means of earning points for expected behaviors. Beard uses the quality indicators of success in the development of most of our classrooms. UDL strategies to develop a culture of learning include providing multiple means of representation, engagement, action and expression. Information is offered to students through visual, auditory, tactile, and kinesthetic supports. Methods for varying the response and navigation of instruction is personalized for every student. Students are given optimal access to tools and technologies that improve their ability to learn. Multiple forms of media and tools are utilized for instruction. Individual student choice reinforces goals being reached, with a decrease in undesirable behaviors. In our preschool classrooms, teachers utilize the fidelity checklist to develop classrooms that help peers to learn from one another. Best evidence based practices used at Beard include, prompting, antecedent-based interventions, time delays, reinforcement, task analysis, functional behavior analysis, functional communication training, response interruption/redirection, structured work systems, self-management, social narratives, pivotal response training, visual supports, social skills training groups, speech generating devices, computer aided instruction, picture exchange communication, planned ignoring, and extinction. We provide rigorous tasks for all of our students at Beard. Teachers modify tasks using the Common Core Standards and general education curriculum. They also have access to Goalbook which provides differentiation for each standard in all contents, at the grade level for low, medium and intense supports. Each teacher modifies all the curriculums in place to meet the needs of our students. Paraprofessionals are trained in the curriculums by teachers and included in professional development by curriculum experts. Teachers apply the Multiple Intelligences Theory to the development of tasks and IEP goals. The primary tenants of this instruction include visual spatial learning, bodily kinesthetic, musical, interpersonal, intrapersonal, linguistic and logical mathematical reasoning. Lesson and unit plans include a wide range of pedagogical approaches that will be used with the students. Learning objectives are stated in student outcomes. Objectives are based on the Common Core Standards and the student's chronological age level. Tasks are modified to be appropriate and developmentally challenging for the students. The Wonders, Singapore Math, Foss and Attainment Science curriculums, Second Step, and Unique Learning curriculums allow students access to online grade level content that is scaffolded. Teachers' plans show a vary of ways for students to express themselves. Teachers and related service providers use social stories and role playing to encourage perseverance and practice of targeted skills. We pair students with peers to support social and academic modeling. Tasks have multiple standards which include pairing of academic, social emotional and independent functioning goals together. Centers, games, daily calendar, cooking programs, class dojo, work for cards, and individual schedules include tasks that work on multiple standards. The diverse learners rubric of quality indicators in used as a measurement of rigorous student tasks.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work	

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

Beard School maintains high expectations for our students. Our school's role is to fundamentally prepare students to be successful at their grade level when they leave our program. We are an intervention school for the district, providing students with the highest quality, researched based programs, that are geared toward narrowing the achievement gap for all students preK to 3rd grade. Beard focuses on reading, mathematics, communication and social emotional learning. Because these are the four tenants of our primary instruction, we work to develop structures that will be rigorous and social appropriate for students at their age. Our goals are for students to enter into new settings, seamlessly, being able to work at grade level with other peers. Although our school is significantly different than most schools, transition is very relevant and extremely important. Preschool students can enroll anytime a student is at least 4 by September 1 of the school year. When their parents register their child at school on their first day, both the child and the parent are given a tour of our whole building. A preschool teacher registers the student then allows the student to meet his/her classmates and teacher as they visit their newly assigned classroom. A picture of the student is taken, so that a name tag can be created to allow the student to feel less anxious upon the start of their program. A student/parent handbook is provided to the family, so that they feel welcomed into the school. We have created a preschool transition program where parents are invited to hear from our experts within the school about what we believe makes a successful transition for a preschool student. In addition to providing parents with ideas for easing children's transition to their new classroom, we also have suggestions to help families. It is our role as early childhood educators to help families understand what kindergarten readiness really means. Children who are ready for kindergarten can take care of personal needs such as hand washing and going to the bathroom. They have the motor skills needed for activities requiring coordination and balance, such as bike riding, skipping, or participating in team sports. They have developed the small muscle coordination needed to hold and write with a pencil or other tool. In addition, they can regulate their own behavior and express their feelings with words, and can learn math, reading, and other academic skills at the kindergarten level. Our role to support parents is to prepare them with activities they can work with their children, to enable them to be more successful as they enter their home schools. Bilingual students that register at the school are placed into an environment where there is a bilingual paraprofessional supporting the native language. 95% of our teachers have ESL endorsements, so placement into anyone of our classrooms, results in accommodations being put in place that will transition the student into learning English more successfully. Universal Designs for Learning (UDL) guidelines are implemented to provide tiered interventions, strategies and supports. All instruction, both behaviorally and academically is presented through multiple means of representation, action, expression and engagement. We offer students many ways of learning information through audio, visual, kinesthetic and tactile approaches. Our goals are to have students develop the ability to self-regulate and operate with improved executive functioning. Our preschool programs are designed to be language goal based and utilize play based learning to allow for maximum student success. To enable parents to be successful at school, Beard sponsors many parent engagement opportunities. We have over 20 different programs and events that are geared toward parent learning or parent engagement. Beard school operates at a significant level of support for students in Kindergarten through 3rd grade. We are a Tier 3 school that is "working backwards" to Tier 2 & Tier 1 to prepare students for a less restrictive environment. Individualized programs are readjusted to provide more challenging material to students with less supports and supports that are gradually faded away with time. When students return from breaks, they are measured on their IEP goals, and whether or not they are able to meet the goals. If they are unable to retain information over the summer, winter and spring breaks, then they are not referred for a four-week ESY program. If they are not able to recoup skills learned over time, or students have not been in school due to medical reasons, then they are considered to receive ESY support over the summer. For students' K to 3rd grade, transitioning from Beard School can be an exciting and also challenging experience for families. Beard provides a very structured, supportive, and nurturing environment for its students to grow and learn, however this setting only extends to the third grade and students often attend their home school in a cross categorical, cluster program, or a therapeutic setting depending on their academic, social and emotional needs. While we would love to keep all of our students, however; they must transition to different settings and also learn how to interact with other students with and without disabilities to foster their social, emotional and functional skills for later independent functioning. The staff at Beard work hard to prepare students for this transition and with the help of you as their main support system their transition will hopefully be a very positive experience. Each family is assigned a transition coordinator from the school. This person is in charge of making connections and contacts with the members from the new school. They also arrange for visits to take place and work with the parent in the creation of a new social story that will be used over the summer in preparation of the student attending the new school. Teachers of students who are transitioning include school transitions in their lessons, in class discussions, and in class activities. Most of this work is done in the last few months of school and students are allowed to discuss and talk about how they feel about the experience. This is also addressed in different therapies with psychology and social work services. Finally, another important role we have at the school is to ensure that we are informing parents of different options for them to enroll in different schools that meet their children's needs. We advertise to a great extent, the Office of Access and Enrollment program called "Go CPS" application process. We provide access to the site at school and have a shortcut found on our website page.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

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

Score

1   2   **3**   4

Beard teachers have finely honed instructional skill sets that have been developed over time. Our teachers are highly trained professionals. The majority of teachers have been trained in Orton Gillingham methodologies, Structured Teach methods, Singapore Math, Creative Curriculum, ESL endorsements, Calm Classroom Training, Second Step training, QBS training, Picture Communication Exchange training, and CPR training. Beard teachers plan a range of pedagogical approaches suitable to individual student learning based upon the disability or learning methods of the students in their class. Because teachers have been fully trained they can shift from one approach to the next as the situations demand. Teachers can implement strategies, then gauge student outcomes to determine if approaches resulted in success. Our teachers challenge students to think independently and grow their understandings of the curriculums. They strive to promote self-directed and independent learners by using the tools in their professional development repertoire. At the beginning of every lesson, teachers tell the students what

they are learning, and why they are learning the information. All of our teachers start off lessons in this manner. As a school, in Domain 3A, the schoolwide score for this domain is very high. At REACH observation conferences, teachers discuss possible misconceptions that students may have, and differentiate to ensure that all students will learn. The curriculum has high level of interest areas that challenge students to learn. Teachers try very hard to make connections for English language learners and diverse learners to build background knowledge and build on experiences by involving field trips in the learning experiences. In our preschool, students are consistently encouraged to pair and share their learning with their classmates. Much attention is given to students that are 3 and 4 to develop speech and communication skills within the classroom. In our K- 3rd grade classrooms, students are grouped according to instructional learning levels and behavioral supports that are most similar, even though our students have very different types of disabilities. Teachers utilize the SANDI assessment tool to develop baseline data, then target students at a challenging level based on assessment goals that are reachable and attainable. Since some of students at Beard have limited verbal communication skills, we make it a priority for this group to have a means of communicating and developing a means that will allow this to happen. Speech therapists work closely with teachers through a push in classroom model. PECS, assistive tech devices, or increased duration and frequency to communication are all strategies that are used to build language development and understanding of content. Orton Gillingham uses a prescribed letter introduction of alphabet as does the Handwriting Without Tears curriculum. Preschool students learn Handwriting without tears, while grades K through 3 focus on the OG letters to learn how to read. Vocabulary word walls are used in different ways across the school. Words in native languages can also be found across Beard School, in classrooms, doorways and on student desks. In areas of REACH evaluation domains 3B and 3C, Beard has more work that can be done. As a school, we have worked with teachers to use a line of questioning that can be more challenging for students. The goal has been to develop teacher capacity in how they select questions to deepen student understanding of the material. We work with teachers to build capacity in their line of questioning by having them use a variety of low and high level questions, as well as open ended questions that challenge students cognitively and promote metacognition at a developmentally appropriate level. We are currently working on developing a Beard School writing program that enables students to be better writers, formulate their own questions, develop deeper understandings and engage in authentic work. We work and partner with many universities to retain effective classroom teachers. Student teachers who demonstrate a close alignment to our mission and vision, will be offered the next available teaching position that is open. To encourage students that their voice is important, we have promoted a student engagement board in polling opinions. Students have a question of the month that they answer then discuss in the class. Teachers continue the activity by allowing students to journal write and continue through related activities. As part of our PBIS program, engaging students in a positive manner, is also something that is integrated into instruction at Beard. Errorless learning takes place in classrooms with students with significant disabilities. In preschool and higher functioning classrooms, effective feedback to students relate to specific learning objectives. Marking the percent correct and providing non-specific comments such as "Good job" are not sufficient, as students will have little idea of what exactly they did well. In contrast, specific comments such as "Effective word choice" or "Well-supported choice" direct attention to the details of their performance related to the central focus, thereby deepening their understanding of the qualities of their work. Teachers often give corrective feedback which allows students to see how to self-adjust answers they are providing. Learning environments are customized to support our students learning through visual supports, color charts, work for cards, visual schedules, daily binders, individualized learning plans and IEP's. Students track their success through class dojo and earn incentive rewards of their choice when accomplishing academic tasks successfully. REACH observations are utilized to determine response to interventions. Software programs are purchased that allow students to work at their own pace and own learning levels. Teachers perform up to date student profiles to complete IEP's. Analysis is taken from daily assessment data collection tools to build student profiles that determine strengths, needs, motivations, likes, dislikes and outlines a plan that will be geared to student mastery of skill sets. The opportunity to apply feedback promotes learning. When responding to a teacher's prompt students can self-correct and are given a chance to try again. This makes learning more tangible for our students yet creates a safe environment for this feedback to take place. When teachers engage our student in learning, they are deepening their understanding of the content material. This can look different in preschool than it does in K through 3rd grade. Deepening student learning, or engaging students is how a teacher prompts, listens to, or responds to a student in such a way that supports their building on a new learning. Feedback that is given to teachers is based upon the language use of students and what the teacher is doing to develop in the student the capability to increase language usage. For our EL and diverse learners, lessons are scaffolded appropriate to ensure that complex text is broken down so that it is understandable, and allows for students to engage in the completion of tasks. Targeted supports based upon Tier 1, 2, or 3 interventions, or IEP accommodations are utilized to engage students in their learning. Instruction that is differentiated to meet the needs of the students, allows for better student outcomes. This is gauged through assessments of either the TSG, NWEA or the SANDI tools that are currently being used at Beard. Small flexible groupings allow teachers to hear and observe immediately if their instruction is being retain. Progress monitoring is immediate and generally recorded, directly after the instruction is provided and during transition to the next center area. Beard teachers often change instruction to make it more meaningful for students and change instructional practices based upon data analysis of IEP completion goals. What is very unique about Beard School is that student misunderstandings allow teachers to make immediate changes to curriculum that is tailored specifically to meet the child's needs. Teachers build into their lessons, constant checks for understanding. Error-less learning is used at Beard to teach students K through 3rd grade. For example, if a student cannot answer from a choice board of 3 fields or has a very hard time discerning the difference in response to a question, then the teacher will modify the response to reflect answers from a choice of 2 fields. This intervention is timely and provides instruction that can be built upon and scaffolded. When student feedback is not given, prompting is used to obtain the desired answers or responses. Over time, students learn to generalize from one skill set to the next, gradually developing independence and problem-solving skills. IEP benchmark progress monitoring of goals occurs at least twice a week, in which members of all teams analyze data. Instructional adjustments, which includes flexibility groupings, is done all year long. The universal assessment tool SANDI allows for teachers to determine and select next IEP goals while measuring student successes. Related service providers in Speech, Occupational Therapy, Social Work, Psychology, Physical Therapy, and Nursing also have universal assessment tools in which students are evaluated and measured. This team collaborates with teachers on helping them to provide therapy supports in the classroom throughout the whole school day and throughout the curriculum. Teachers and paraprofessionals meet daily to plan instructional goals for every student that allow all students to to provide instruction that is coherent and relevant to the student's learning.

There is room to grow to integrate a Daily 5 writing program at the school.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ 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	CPS SCHOOL EXCELLENCE FRAMEWORK 18

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**

Balanced Assessment and Grading.

Beard School is a specialty school where we have a general education program in addition to a K-3rd diverse learner program. As such, we have two very different forms of data collections and assessments that cater to both programs. When students enroll at the school, every parents is asked to fill out a home language survey. Once language surveys are returned, an ESL teacher will administer the screening tool to the student. From the results, the team determines any language needs for the student, paraprofessional support, or classroom assignment needs. This is done school wide. We will have to eventually open up a bilingual preschool classroom when our numbers begin to grow.

In preschool, we utilize the district's mandated preschool assessment tool called Teaching Strategies Gold (TSG). This assessment tool is an observation-based assessment system for children from birth to kindergarten that blends ongoing authentic assessment in all areas of development and learning with intentional, focused performance assessments tasks for selected predictors of school readiness in the areas of literacy and numeracy. TSG brings together the digital classroom tools and resources that teachers need to support their most important daily activities – teaching, assessing, reporting, connecting with families, and developing their own knowledge and skills – onto one streamlined, user-friendly platform. Teachers can seamlessly interact with five key areas that support high-quality teaching practice throughout the day, making room for individual student observations. Designed for use as part of meaningful, everyday experiences in the classroom or program setting, TSG is inclusive of children with developmental delays and disabilities, children who are English-language or dual-language learners, and children who are advanced learners. Because the complex, uneven nature of child development and learning makes it impossible to measure every skill and behavior that children demonstrate in the early years, TSG measures the knowledge, skills, and behaviors that are predictive or most important for school success, focusing on 36 basic objectives and two additional objectives related to English language acquisition. Objectives are organized into nine areas of development and learning; the first four describe major areas of child growth and development (social–emotional, physical, oral language, and cognitive), and the following five focus on content learning (literacy, mathematics, science and technology, social studies, and the arts). A tenth area, English language acquisition, helps teachers follow a child's progress in acquiring both receptive and expressive language in English. TSG can be used as one of many tools to inform state efforts as educators develop their own school readiness criteria. It is also appropriate for use with Creative Curriculum, a developmentally appropriate curriculum that is used through CPS. Teachers access support that is designed to engage and include families in meaningful ways, including family communication tools that help share information about their child's learning and development. It has an embedded component that helps promote regular dialogue between school and home. TSG informs every aspect of teaching, including predictors of school success, and are aligned with state early learning guidelines and the Head Start Early Learning Outcomes Framework.
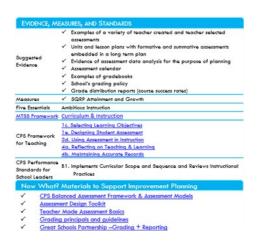
Other assessments that are used by the preschool teachers include classroom-based assessment tools, access, attendance data, early childhood outcomes, and class dojo. Teams still have much work to do in analyzing data to use that information to drive successful student outcomes. In grades K through 3rd grade, Beard School is a Tier 3 school, in which the majority of K-3rd grade students have been placed here due to the specialized programming for diverse learners. We utilize a number of assessment tools to progress monitor success rates of students with disabilities. All curriculums are significantly modified at Beard to support student learning through scaffolding and differentiation. REACH observations in domains 1E is something that our school consistently struggles with to capture data in real time as it is occurring. Teachers try to capture data during transitions as often as possible. The designs of assessment tools is often shared with other teachers so that a comprehensive format is utilized to give parents and teachers the most amount of information.

Classroom teachers use the following forms of data to make instructional decisions or adjustments to student IEP's. The SANDI assessment, attendance data, BOY and EOY performance tasks, Class DOJO, Home Language Survey, Alternate ACCESS scores, 5 Essesntials Survey Results, Dynamic Learning Maps (DLM) for 3rd grade students, 5 week IEP Benchmark Progress Reports, Report Cards, Teacher Growth Target Reports, NWEA assessments, Attendance reports, SS Grin data, Second Step Assessments, Imagine Learning, IXL reports, Curriculum Based Assessments, Homework, Quizzes, Tests, Performance Based Projects, ESY data collections, IEP goal data collection sheets, and behavior data tracking charts. Crucial to the academic instruction that is taking place, are the secondary supports we have in place given to the students through the Related Service Provider team. Many students are placed at Beard with undesirable behaviors to do not conform to the norms of general education schools. When this is observed, teams will develop behavior plans to replace, change, or extinguish behaviors. Most student K through 3rd grade have behavior plans in place. The Social Worker uses a battery of assessments to determine interventions such as Social Developmental Assessments, Strengths and Difficulties Questionnaire (social skills assessment) BASC, ADOS, and GARS. Many early childhood students start off at Beard due to Speech Impairments which are assessed through PLS-5, CASL, OWLS-2, GFTA, CELF, Rosetti, and Functional Language Profile assessments. We currently have 2 ½ full time Speech Therapists providing services to all the students of Beard School. The psychologist uses the WISC-IV, SB:5, WPPSI-IV for cognitive assessments and is also a full time staff members. 2 ½ full time Occupational Therapists use the following assessment tools to determine their plans of action through the VMI, the sensory profile, the Peabody, Sensory Processing Measure, and School Function Assessment. To meet the nursing needs of the students, we currently have 5 nurses assigned to the school that provide services to all of our students requiring nursing supports. Teachers meet weekly with related service providers at grade level team meetings to discuss student progress and devise plans for success. Every week, related service providers also meet with one another to collaborate on student progress or MTSS interventions as well as plan supports to use in the classroom. A high level of collaboration exists between staff members that are here to support students. As a school, in K through 3rd grade, we are open to district purchased assessment tools that can be used for students with significant disabilities.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).

- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

Beard School follows option 2 of the MTSS Model/Teaming Structures. We have two universal teams dedicated to the school's core instruction and the other dedicated to the school's climate and culture.

We have a Tier 1 PBIS plan that is supported school wide. The PBIS plan has 3 behavioral expectations that are known by all the school and staff. "Be Safe, Be Kind, and Be responsible." These behavioral expectations are at the core of the the PBIS program. A matrix that is more inclusive of phrases that can be used are included for different areas of the school. For example: Body to self or stay with the group will be phrases used to help students understand what it means to be safe. For students that do not understand verbal prompting, pictures were created for all staff members to demonstrate to students all the tier 1 expectations and phrases. Lanyards and cards are developed for all staff members to wear around their neck to support students in making good choices. The staff have also made videos to accompany the PBIS matrix and utilize the adult made videos to support student learning at the Tier 1 level. These videos are used to show students what the meaning of the picture is and how it can be demonstrated or modeled in the classroom.

Beard Elementary School staff fully implements a Multi-Tiered System of Supports for all of our students. All three tiers are identified at Beard. Tier One interventions are used universally with all of our students. Tiers 2 & 3 are individualized for our students' unique needs and are implemented by a student's educational team. While 145 of our students are early childhood students, the other 70 are students K-3rd grade who receive intensive support instruction and Tier 3 supports. At Beard School, we take Tier One supports and modify them to support our Tier 2 & 3 students, exceeding minimal expectations and requirements.Learning environments are customized to support our students learning through visual supports, color charts, work

for cards, visual schedules, daily binders, calm classroom, individualized learning plans and IEP's. Students track their success through class dojo and earn incentive rewards of their choice when accomplishing academic tasks successfully. REACH observations are utilized to determine response to interventions. Software programs are purchased that allow students to work at their own pace and own learning levels. Teachers perform up to date student profiles to complete IEP's. Analysis is taken from daily assessment data collection tools to build student profiles that determine strengths, needs, motivations, likes, dislikes and outlines a plan that will be geared to student mastery of skill sets. Universal supports are provided to all students to prevent them from failing and absenteeism. To keep students on track, student awards are provided for attendance and academic success. A detailed attendance plan has been created to improve school wide attendance at the school. This will be placed in the student-parent handbook. Data collection takes place on a regular basis where teachers and paraprofessionals track student work and transfer information to IEP progress benchmarks. Instructional adjustments are made based upon data analyzed and current student outcomes. Work for cards allow students choice in what motivates them to complete work and behave appropriately. Beard has an adapted grading system approved by CPS to fit and match IEP progress goals. Parents sign attendance contracts at the beginning of the year, and 10 day letters are sent home to chronic truants. If patterns develop, staff meets with the family to develop an attendance intervention plan. Teachers must develop an academic intervention plan with parents if a grade lower than a C is going to be given to a student. Intervention plans along with significant modifications and accommodations are provided to students until mastery of skill set is accomplished.

Shared leadership is at all levels is a key part of Beard's MTSS. The MTSS team is comprised of a diverse core team. At Beard, school based teams meet to analyze data, prioritize opportunities to improve instruction, guide grouping, identify/prioritize instructional needs, and monitor individual students and interventions. At Beard the model we use are two universal teams; the ILT is dedicated to the school's core instruction and the SEL MTSS team is dedicated to the school's SEL needs and climate and culture. Grade level teams meet weekly to review data, monitor individual students and interventions. They plan rigorous and appropriate instruction based on students' needs. Administration creates a master schedule includes all instructional and social emotional instructional minutes for our students. Teachers individualized these schedules for their classrooms. Family and community engagement is high at Beard and we embrace the importance of engaging families. Parents are engaged in conversations regarding their children's progress through phone calls, emails, Class Dojo, IEP meetings, communication binders, and parent/teacher conferences. We invite our families to participate in the frequent school activities we hold. A calendar of events is published on the Beard website, Facebook page, sent home to parents, and found in the home school connection binder regarding amazing events that we sponsor at the school. Events that parents attend and are invited to include beginning of the year Meet and Greet, Open House, Fall Festival, Beard School Olympics, 3rd grade Transition Meeting, Local School Council Meetings, Muffins with Mom, Doughnuts with Dads, State of the School Address, Parent monthly meetings, Picnics, Beard Tours, The Big Green garden days, Alderman's Health and Wellness Fair, Parent Teacher Conferences, School Based Field Trips, Usborne Book Fairs, Science Fair, Winter Assemblies, Field Trips, Awards Assemblies, Family Literacy Day, International Day Fest, School Plays, Saturday Field Trip Outings, Staff Appreciation Week activities, and Friends of Beard family and student event fundraisers. Parents also donate their children's art tiles to the walls of Beard as permanent memories of the student tile Beard Wall.

Small group instruction in student centered stations is the primary instructional strategy used by all teachers. Teachers utilize our core curriculums to teach all students. Teachers, paraprofessionals, and related service providers are trained in utilizing Picture Exchange Communication Systems, Applied Behavior Analysis, assistive technology devices, SEL, technology integration, and classroom-based models of therapy delivery of services. Instruction throughout the school is highly differentiated to address the learning style needs of different students.

Beard teachers and related service providers integrate SEL instruction throughout the day and go well above the mandated 30 minutes a week. Second Step SEL curriculum is taught during science, social science or language arts instruction. The Social Worker also implements Second Step lessons with targeted small groups during the day. The Psychologist pushes in to classrooms to provide SEL services in the form of Theraplay and direct service minutes focusing on development of appropriate social skills.
Calm Classroom is a regulating technique that we have begun to integrate into all of the classrooms this year. It is monitored with fidelity and implemented 3 times a day. Calm Classroom is modified for our students and embedded into the day. The Counselor implements SSGrin in small groups with our preschool students. Another program that we have is called Preschool PIP, or partners in play. This allows students in intensive preschool support programs to visit full day classrooms with social emotional playing skills sets as the goal for our all of our students.

Beard staff utilize data from multiple sources. They use the SANDI assessment, IEP goal tracking, NWEA, TSG, KIDS, DLM and formative assessments to progress monitor and use this data to inform instruction for academic and social emotional learning. This data is used to drive instruction and for development of IEP goals for students on tier 2 & 3. Staff regularly monitor and make adjustments based on data.

Listed below are a list of academic and social emotional interventions and instructional strategies that staff use for students.
Academic:
Tier 1-Small groups, centers, multi-sensory instruction, Orton Gillingham, Touch Math, UDL, graphic organizers, anchor charts,
Tier 2 & 3-In addition to tier 1 interventions: TEACCH task boxes, goalbook, errorless learning, IEP goals
Social Emotional:
Tier 1-QBS, Positive Reinforcement Strategies, Second Step, Calm Classroom, Class Dojo, PBIS, MeMoves, modeling, Behavioral expectations posted "Be Safe, Be Kind, Be Responsible."
Tier 2 & 3-In addition to tier 2 interventions: SSGrin, QBS, Positive Reinforcement Strategies, Check In Check Out, Behavior plans, reflection sheets, video modeling, social stories

Teachers meet weekly with related service providers at grade level team meetings to discuss student progress and devise plans that allow for student success. Every week, related service providers also meet with one another to collaborate on student progress as well as plan for coherency within lessons, along with social emotional support.
Universal supports are provided to all students to prevent them from failing which includes over 16 steps in Tier 1 absence plan to

prevent absenteeism. Teachers review student data on a regular basis. Usually, data is reviewed weekly so teacher can progress monitor of IEP goal can measure student success. If a student is not reaching their benchmark assessments, the IEP team meets to revise goals to make them more appropriate, while involving parents in the process. Due to our students age, medical and/or behavioral needs absenteeism can be a problem as it has prevented our school from reaching 94% attendance rate. An attendance plan was created and shared with parents. It has Tier 2 and Tier 3 interventions for chronic absenteeism. Staff are proactive in their interventions to support attendance. They will meet with parents to create intervention plans and follow through on reminders of what was agreed upon. Staff are trained in multiple social emotional strategies to support students needs. Every staff members implements Second Step with students. To keep students on track, student awards are provided for attendance and academic success. This is also done through Class Dojo and the school store once points have been received or enough Beard Bucks have been earned. Data collection takes place on a regular basis where teachers and paraprofessionals track student work. Instructional adjustments are made based upon data analyzed.

Our MTSS team meets twice a month. Due to the age and diverse needs of our population of students, MTSS looks different at Beard Elementary School. We are a Tier 3 school, working to get students in K-3 back to Tier 1 with the intention of students being able to integrate into their home school learning environments.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

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**

The 2016 5 Essentials Overview resulted in Beard being a "well-organized" school with 83% of the teachers/paraprofessionals responding. Effective Leaders was 80%, "very strong," with a 4% growth from the previous year. Program Coherence was 94%, "very strong," with 4% growth from the previous year. Teacher Principal trust was 63%, "strong," with an 11% growth from the previous year. Teacher Influence was 63%, "strong," with a 1% decrease from the previous year. Instructional Leadership was 99%, "very strong," with a 1% growth from the previous year. Collaborative Teachers was 85%, "very strong," with a 16% growth from the previous year. Collaborative Practices was 99%, "very strong," with a 49% growth from the previous year. Collective Responsibility was 80%, "very strong," with a 22% growth from the previous year. Quality of Professional Development was 99%, "very strong," with a 3% growth from the previous year. Social Commitment was 79%, "strong," with a 8% growth from the previous year. Teacher to Teacher trust was 68%, "strong," with a 3% decrease from the previous year. Involved Families was 99%, "very strong," with a stable a 9% growth from the previous year. Teacher-Parent Trust was 99%, "very strong," with a 11% growth from the previous year. Parent Involvement was 99%, "very strong," with a 16% growth from the previous year. Parent Influence on Decision Making in Schools was 99%, "very strong," the same as the last 3 years. We are a preschool through 3rd grade school, so students do not respond to survey questions.

At Beard we have created a culture that reflects a shared belief that all students can learn, and that we will achieve together as a learning community. Because Beard School is a specialty school, we are characterized by the SEL supports we provide for all students as part of their individual learning plans. Our program is designed to train teachers in utilizing effective teaching strategies that are regularly challenge student learning. Building student curiosity is demonstrated through the centers that we build and instructional materials we provide the students. Beard has two programs, a preschool program, and a diverse learner program. For the K-3 program, our curriculum is aligned to national common core standards that is utilized to develop strong IEP goals at grade level, and most importantly, is differentiated to fit student individual learning styles. Creative Curriculum is utilized for the preschool students and has national recognition as being researched based and effective in helping to build learning goals for students. The entire staff believes that the students can reach all of their goals and work with families to ensure that this happens. REACH Observations scores for domain 2B, a culture of learning, reflect very high school wide scores overall. This demonstrates that there is a consistent belief that the adults believe that all children can learn. For the Early Childhood program, the Teaching Strategies GOLD assessments are analyzed at great length for planning of targeted instruction. Six stations in a classroom are created to develop play based learning strategies. In cooperating models, two teachers are in the classroom helping students to reach their goals. UDL strategies used by staff develop a culture of learning that includes multiple means of representation, engagement, action and expression. Information is offered to students through visual, auditory, tactile, and

kinesthetic supports. Methods for varying the response and navigation of instruction is personalized for every student, but allows for individual learning to take place through independent choice. Individual student choice reinforces goals being reached, with a decrease in undesirable behaviors. Students are given optimal access to tools and technologies that improve their ability to learn, resulting in better student outcomes. For our K through 3rd grade learners, best evidence based practices used at Beard include; prompting, antecedent-based interventions, time delays, reinforcement, task analysis, discrete trial training, functional behavior analysis, functional communication training, response interruption/redirection, structured work systems, self-management, social narratives, pivotal response training, visual supports, social skills training groups, speech generating devices, computer aided instruction, picture exchange communication and extinction. The gradual decrease of supports to develop independence is the goal for all of our diverse learner students.Students are recognized for their achievements through the attendance newsletter, awards ceremonies, daily and consistent positive praise, classroom DOJO, use of token economy, self-selected choice activity from a menu board of preferred items, movie night, communication written in the student home-school communication binder, incentives, assignment of classroom jobs, positive phone calls home, tangible rewards, reward certificates, medallions, trophies, student of the month board and posted student of the month group shots, quarterly attendance awards and incentives, gift cards and certificates. Effective feedback to students relate to specific learning objectives. Marking the percent correct and providing non-specific comments such as "Good job" are not sufficient, as students will have little idea of what exactly they did well. In contrast, specific comments such as "Effective word choice" or "Well-supported choice" direct attention to the details of their performance related to the central focus, thereby deepening their understanding of the qualities of their work. Teachers often give corrective feedback which allows students to see how to self adjust answers they are providing. The opportunity to apply feedback promotes learning. When responding to a teacher's prompt students can self correct and are given a chance to try again. This makes learning more tangible for our students yet creates a safe environment for this feedback to take place. There also is an attendance board in lunchroom, in which all student names are published. Students feel safe to have access to "need break cards" in which they are taught to self-manage their feelings and be provide a safe place to share their struggles. Teachers and staff work with staff to build independent functioning skills during instruction. Teachers work with students to stay on task and persevere through challenging work tasks, while getting frustrated. To do this, students start off daily with fresh points, staff use positive language or very little language for teaching, have high expectations that work can be done by the student, provide students with daily incentives to keep on task, offer peer/staff modeling or peer models when appropriate, provide student frequent and formative feedback, individualized IEP goals and FBA/BIP, encourage students to take ownership and pride in work, congratulate and high five students for work well done, follow a PBIS system of red, yellow, and green. Teachers share objectives before every lesson and work with students do not give up, even when they get frustrated. The persistence that teachers show students, helps them to attend to tasks for longer periods over time. Student work is displayed on classroom doors, in the hallway, and on bulletin boards throughout the building. A strong sense of student belonging is created and upheld with all classrooms. Praise and effort for the process of students persevering is held important. At Beard, we convey high learning expectations for all our students by developing structures that enable practice and perseverance for each individual student. Administration continues to advocate for small class size to allow for small group instruction. Given our diverse population of all abilities and languages, each classroom has class specific expectations. Students are expected to learn how to read, compute mathematical functions, communicate through a planned means, and self-manage functional living skills by the time they leave Beard School. School wide expectations are displayed through our school's mission and vision, through teacher REACH observations results, and through weekly analysis of data collected on all of our students. We have motivational posters everywhere up in the hallways and work to ensure that all students succeed through feedback. We have a PBIS program in place where the focus is positive reinforcements. Class dojo awards are based upon earning points through achieving goals. In some classrooms, students have their own work for cards, and independent schedules that inform them of the days expectations and requirements. Schedules, are independent teaching tools that builds learning and practice daily for every student. Teachers and staff encourage students to take ownership and pride in their work. In preschool, students learn to identify their own names from the first day and work to independently find their names to indicate they are present. Teachers work with our students to complete tasks independently and teach students to regulate their behavior through Second Step or SS Grin. In our K through 3rd grade classrooms, it looks a little different due to our students' ages and diverse needs. Some examples of how our teachers work with students to stay on task and persevere are; working on students' communication skills, teaching them to identify theirs and others feelings', role playing, social stories, video modeling, encourage them to practice until they are successful, scaffolding learning, small group instruction, differentiation, and direct instruction. Teaching social and communication skills is important for our students, so a plan to succeed mind set is built into the culture of our school. A significant tool that most teachers use is errorless learning, which builds stronger thinkers that can make good choices over time. Our teachers embed SEL instruction throughout the day and throughout the curriculum. As the students' social emotional skills increase positively, so do their academic skill sets. Beard staff focus on positive reinforcement and provide frequent feedback. Feedback is given in the form of oral feedback, positive praise, Class Dojo points, use of token economy, stickers, errorless learning, choice boards, the school store, and voting within and outside of the classroom.

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1   2   **3**   4

Staff are trained on multiple SEL strategies that develop and foster trusting, supportive, caring and respectful relations:

PBIS is used school wide here at Beard School. PBIS methods are research-based and proven to reduce undesirable behaviors. Prevention is the main focus of PBIS. It is based on the idea that if students have universal and clearly defined behavioral expectations and anticipated responses to their behavior; then students will meet those expectations. All three tiers are identified at Beard. Tier One is universal and Tiers 2 & 3 are individualized and implemented by the classroom Special Education teacher. Students that receive Tier 2 & 3 supports may lead to a revision for the students Individualized Education Plan and or Behavior Intervention Plan. PBIS at Beard focuses on universal Tier One supports. Tier One at Beard Elementary: A positive universal school wide common language used school wide that is displayed visually throughout the building, the school store that awards students for positive behavior, the Class Dojo communication and data application being used school wide.

We started Second Step last school year with support from the network. Our teachers were trained last year by the Network Social Emotional Learning Specialist. All of our teachers implement Second Step in their classrooms. Our social worker implements target small group lessons with preschool students. Even though Second Step is a tier 1 intervention, we have modified it to be used with our tier 2 & 3 students. Our MTSS team sent out a survey to teachers on needs they have for Second Step. They communicated that they would like follow up training. Our Social Worker attended team meetings and did follow up training with teachers. The MTSS team is currently working on developing a scope and sequence for our special education teachers to support them in implementing the program.

Our teachers are implementing Check in/Check as an intervention with our general education students and our special education tier 2 and 3 students.
QBS Safety Care-This program is based on positive reinforcement and applied behavior analysis. Staff are trained in groups of 10 people at a time. We are currently training staff throughout the school year.
Positive Reinforcement Strategies-Working-for Card, First-Then Cards, Checklists/Reward Chart, Think Sheet
SSGrin is a tier 2 small-group intervention that addresses bullying, victimization, and social-emotional competence. We implement with our preschool students.

Based from data collected from Reflect and Learn, 57% of our teachers are rated Distinguished in Domain 2a. Creating an Environment of Respect and Rapport. This shows that patterns of classroom 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 among all members of the class. 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.

Student interactions are mutually supportive and respectful, with strong norms for positive behavior:
Based from data collected from Reflect and Learn, 57% of our teachers are rated Distinguished in Domain 2a. Creating an Environment of Respect and Rapport. This shows that patterns of classroom 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 among all members of the class. 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.

Beard teachers and related service providers integrate SEL instruction throughout the day to create opportunities for our students to build positive relationships and resolve conflicts peacefully. Second Step SEL curriculum is taught during science, social science or language arts instruction. The Social Worker also implements Second Step lessons with targeted small groups during the day. The Psychologist pushes in to classrooms to provide SEL services in the form of Theraplay and direct service minutes. Calm Classroom is modified for our students and embedded into the day. The Counselor implements SSGrin in small groups with our preschool students.

For our students with Behavior Intervention Plans, individualized supports such as social stories, personal schedules, positive reinforcement, small group or 1:1 instruction is used to provide opportunities for all students to learn social emotional skills.

Partners in Play is a program we have at Beard that brings in students from neighboring schools to mentor, play, model, and develop relationships with our students.

Guide for Relational Trust
- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
    - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
    - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
    - Create opportunities for students to build positive relationships with peers.
    - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
    - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
    - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
    - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**

- Respect other teachers who take the lead in school improvement efforts.
- Respect colleagues who are experts at their craft.
- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
  - **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.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 staff expose and engage students through a wide range of engaging and interesting opportunities that allow them to contribute to their community. Our curriculums (Creative Curriculum, Wonders, Unique Learning) embed social science into learning and provide students with lessons that engage them and allow them to have a student voice. Our teachers also supplement learning with engaging themed unit plans to enhance learning for all of our students.

Teachers start teaching civic life in early childhood. They invite students to talk about their needs and strengths in their classrooms and home life. Lessons on politics are designed through the Creative Curriculum for Preschool and Unique Learning Curriculum for our diverse learners. Teachers also design unit plans that target our students needs and interests. Teachers use online resources such as brain pop/brain pop jr. and news-2-you to support students needs, strengths and interests. Every classroom has student jobs that the students do daily

We also start the learning process about voting and being involved in the electoral process in early childhood. Students have multiple opportunities in the classroom to vote on topics that are important to them. In preschool the teachers have the students vote on books they are going to read. Some of the older classrooms recreate the voting process to mirror the general elections. We have also created a Beard Ballot this school year to give the students a voice schoolwide. Students are asked to vote on a topic that will affect a decision school-wide. These opportunities encourage student civic engagement and sense of responsibly.

Teachers encourage students to engage in discussions about issues that matter to them. In preschool classrooms there are multiple opportunities for group discussions. Students learn how to engage in and lead discussions through morning meetings, sharing time, journaling, questions of the day that relate to topic of study. Classrooms have "Student of the Day" where the student gets to answer questions from peers about themselves. Teachers scaffold skills for student discussions by modeling, guiding questions, role playing, social stories, graphic organizers, and instruction in small groups.

Units of study and lessons involve the students culture and ethnic backgrounds. Teachers incorporate family pictures, have students make "All About Me" posters, we make sure books are related to students identities. Many classrooms invite parents to come in and talk to the students about their culture. Our students attend community based field trip that enable students to explore their community. We have a school wide International Day Winter Festival where each classroom explores a country's customs and traditions.

Our students have multiple opportunities to have student voice in the classroom. Classrooms have a question of the day that is presented during circle time or morning meeting. The type of question is modified based on the students needs. Classrooms also have sharing time during morning meetings where students can talk about important events in their lives. Voting in the classroom. Beard ballot, journaling, morning announcements also give students a voice. Based on individual needs our students also utilize first then cards, choice boards, working for cards, reflection sheets and calm down cards to have a student voice. This school year we have started the Beard Ballot to give our students a voice in school wide decision making. The students also lead the daily announcements that include the Pledge of Allegiance and informing the students of indoor or outdoor recess.

Our students interact with civic leaders on a regular basis. Students have opportunities to interact with the Principal, Assistant Principal, School Nurse, School Security Officer regularly. During the Fall Festival fireman came in to talk with students and allow them to explore their fire truck. Preschool teachers had a tree arborist present to them outside. We also have paired with the Chicago Police Departments Officer Friendly program this school year.

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	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • 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 3c. Engaging Students in Learning
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/HST Standards

Safety & Order:

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

Score

1   2   **3**   4

Beard School is characterized by a high level of safety and order where adults and children feel safe. The school has a visually appealing and welcoming feel that makes all visitors feel safe and welcome. We are a one floor building so we are wheel chair accessible everywhere. We conduct safety drill each year so our staff and students know what to do in an emergency. Our safe are trained in multiple social emotional interventions and strategies to ensure our students feel physically and emotionally safe. Our Beard Morale committee schedules activities to focus on adult SEL health. Therapists often request to observe student clients to create reports to provide parents. Beard provides all therapists the opportunity to visit, however must be schedules. Parents request the form the school, and a mutually agreeable date is found.The Assistant Principal or Case Manager always accompany therapists in observations, taking their own information down, simultaneously with them.

We have clear procedures and protocols for reporting and responding to safety concerns. All levels are clearly posted on all radios. All staff members take walkie-talkies with them at the beginning of the day and keep them throughout the school day. Walkie talkies are used to communicate levels of needed support to others at Beard within the school day. The crisis team has developed a level of support systems which is used by all staff members. Level 1 is a request for the nurse, Level 2 is a request for additional support, or second person to assist. Level 3 is a crisis situation where the crisis team responds for support. Level 4, is a call for immediate assistance, all available staff respond. Level 5 is an emergency call where all available staff respond and a 911 call is needed. Level 6 is a call for one of the custodians to report. There is a full-time security guard at Beard which monitors who enters and exits the building. All visitors are required to sign in at the security office and badges are given to them. Once visitors leave, they give back their badges and sign out. Visitors that request to volunteer at Beard must fill out a CPS volunteer application form. Access to the building is allowed only at door 1, the main entrance, or door 8, the staff parking lot entrance. Access to this door is generally provided by the security guard that has his security desk in the main corridor. The main office also has buzzers and cameras to allow people in from the main office. These visual speakers have the ability to see and speak to visitors standing outside of the main doors. There also is 1 camera on the door that records visitors coming into the main entrance. There is an intercom system in which the office has access to the entire school. The school has a full time RCM nurse that provides services to all students, as well as a CPS nurse that comes to the school one day a week to sit in on IEP meetings. Currently, we also have four nurses that provide 1:1 medical care for individual students. The entire staff is trained in epi pen diabetes, and seizure management. Ten staff members are QBS trained, fifteen staff members are CPR and defibulator certified, while all staff are CPI trained. Students in wheel chairs or with other health impairments that cannot walk on their own, all have safety plans in their IEP's and are on the school's emergency plan. The school also has an emergency allergy alert on a google drive that is shared with all staff members. All staff members have completed DCFS mandated training. All employees that have been staffed are given a FOB key in which they can use to unlock the parking door 8 without the use of being buzzed in. All employees are instructed in the staff handbook to use the same 2 doors for entrance and exit as the students are. Because of student elopement; all doors have alarms on them that ring a piercing sound if they are activated and opened. This alerts all staff members to the door to check and see if any student has left the building.

The majority of students arrive to school daily with buses. All staff will exit main door 1 and 2 to go to the buses and bring kids into school using the same entrances. K-3rd grade parent drop off is only at door 1 and pick up at door 4. Our preschool arrival and pickup is done at doors 6 and 7. Our Security Officer is stationed in the parking lot to control and direct the flow of traffic for preschool arrival and dismissal. If parents are bringing in students tardy, they will bring them to the office, where someone from the classroom will come to the office to bring students back to the classroom. Parents going into classrooms, once the school day has started is too disruptive for the other students there. Many of our students do not respond well to breaks in routines, therefore, we ask all families to bring students to the office and wait for someone from the classroom. All exit and entering the building procedures can be found in the staff and student handbooks. Emergency forms are updated twice a year at the very least and families are actively engaged to provide the school with current family information regarding who can or cannot pick students up.

Beard Elementary School has developed a Positive Behavior Intervention and Supports(PBIS) plan to teach, model, and reinforce behavioral expectations for all students. PBIS is used school wide here at Beard School. PBIS methods are research-based and proven to reduce undesirable behaviors. Prevention is the main focus of PBIS. It is based on the idea that if students have universal and clearly defined behavioral expectations and anticipated responses to their behavior; then students will meet those expectations. All three tiers are identified at Beard. Tier One is universal and Tiers 2 & 3 are individualized and implemented by the classroom Special Education teacher. Students that receive Tier 2 & 3 supports may lead to a revision for the students Individualized Education Plan and or Behavior Intervention Plan. PBIS at Beard focuses on universal Tier One supports.

Our students have multiple opportunities to have student voice in the classroom. Classrooms have a question of the day that is presented during circle time or morning meeting. The type of question is modified based on the students' needs. Classrooms also have sharing time during morning meetings where students can talk about important events in their lives. Voting in the classroom. Beard ballot, journaling, morning announcements also give students a voice. Based on individual needs our students also utilize first then cards, choice boards, working for cards, reflection sheets and calm down cards to have a student voice. This school year we have started the Beard Ballot to give our students a voice in school wide decision making. The students also lead the daily announcements that include the Pledge of Allegiance and informing the students of indoor or outdoor recess.

Many of our students start off by being placed at Beard because of behavioral struggles from their home school. The practices used
at Beard are such that there is an equal integration of behavior plans and academic goals. Implementation of all plans is a shared responsibility and is collectively implemented as a team. Our school focuses on proactive approaches to create a healthy culture that engage students. Interventions at Beard School exceed expectations of Individual Education Plans, Behavior Plans, tiered supports, and focus on restorative approaches to discipline. Small group instruction in student centered stations is the primary instructional strategy used by all teachers. Teachers, paraprofessionals, and related service providers are trained in utilizing Picture Exchange Communication Systems, Applied Behavior Analysis, assistive technology devices, SEL, technology integration, and classroom based models of therapy delivery of services. Our, teachers modify tier 1 curriculum and materials, as well as creating supplement SEL activities and materials, in order to students to make continued SEL progress.

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

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

Score

1   2   **3**   4

Beard's Culture and Climate team meets twice a month to organize systems that support a restorative environment. Beard Elementary School has developed a Positive Behavior Intervention and Supports(PBIS) plan to teach, model, and reinforce behavioral expectations for all students. PBIS is used school wide here at Beard School. PBIS methods are research-based and proven to reduce undesirable behaviors. Prevention is the main focus of PBIS. It is based on the idea that if students have universal and clearly defined behavioral expectations and anticipated responses to their behavior; then students will meet those expectations. All three tiers are identified at Beard. Tier One is universal and Tiers 2 & 3 are individualized and implemented by the classroom Special Education teacher. Students that receive Tier 2 & 3 supports may lead to a revision for the students Individualized Education Plan and or Behavior Intervention Plan. PBIS at Beard focuses on universal Tier One supports. Many of our students start off by being placed here because of behavioral struggles from their home school. The practices used at Beard are such that there is an equal integration of behavior plans and academic goals. Implementation of all plans is a shared responsibility and is collectively implemented as a team. Our school focuses on proactive approaches to create a healthy culture that engage students. Related service providers have weekly team meetings to discuss school wide and individual student needs or concerns that develop. Related service providers also attend team meetings to consult with teachers on student progress. Crisis team members meet as needed to discuss approaches for students and develop plans for reintegrating students back into the classroom after a crisis has occurred.

Classroom teachers structure the schedule to manage routines and transitions to maximize instructional time. Small group instruction in student centered stations is the primary instructional strategy used by all teachers. This type of instruction allows maximizes instructional time. Teachers work with students to learn their routines through personalized schedules, modeling and errorless learning.

We communicate with families on a daily basis to engage them as partners and inform them of their children's behavioral process. Every teacher utilized Class Dojo as a communication tool and as a way to provide both short and long term opportunities for reinforcement for all students. Parent communication and family involvement is an important part of restorative approaches used at Beard. Each student has a home-school communication binder that is written in every day. We encourage home room parents for every classroom. Parents have scheduled for them 30 minutes blocks that is dedicated to them, during Parent/Teacher conferences, to talk about their child. We have monthly parent meetings on topics that families have communicated they are interested in learning. Parents and outside therapists collaborate with teachers and do classroom observations throughout the year. Weekly newsletters are sent home to keep parents up to date on school activities. Monthly calendars are sent home and posted on the school website. Beard School also has school wide activities that parents are invited to participate in throughout the year. Attendance awards are given to recognize perfect, improved and regular attendance.

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

Beard teachers and related service providers integrate SEL instruction throughout the day and go well above the mandated 30 minutes a week. Second Step SEL curriculum is taught during science, social science or language arts instruction. The Social Worker also implements Second Step lessons with targeted small groups during the day. The Psychologist pushes in to classrooms to provide SEL services in the form of Theraplay and direct service minutes. Calm Classroom is modified for our students and embedded into the day. The Counselor implements SSGrin in small groups with our preschool students.

Our teachers assess student's social emotional skills through Teaching Strategies Gold and the SANDI assessment. For students with social emotional IEP goals, teachers manage and track progress through behavior plans attached to the IEP's. Every classroom uses Class Dojo as a behavior measurement tool that reinforces positive behaviors. Classroom job assignments, changes in behavior plans, working for cards, discussion sessions, teachable moments, adult modeling, peer to peer restorative conversations, incentives and rewards all serve restorative approaches to discipline. Parents are called for behaviors and academic successes a child makes.

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 Evidence	✓ Misconduct data (Dashboard) ✓ 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

1 2 3 **4**

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

We have a very strong parent involvement at Beard. My goal is to bring more parents AND PARTNERS into our school as our preschool diverse learner programs continue to grow. Beard School has established a welcoming environment that is warm and friendly towards the parents and visitors. As soon as you walk into the school, there are chairs everywhere to make parents feel welcome and comfortable, so that they have areas to wait before any meetings begin. Every parent is made to feel welcome and valued. The results of our efforts are reflected on the 5 Essentials survey as "Well Organized" from our parents, with a 99% rating score. From the signing in greeting to the visitor badge made special for Beard visitors, it's all about customer service. Our approach to parent/community relations is customer service based, as is our approach to educating children and families. The mission and vision of the school is to engage families by providing them the best supports and resources. Bulletin boards are colorful, child friendly, and inviting. Specific staff are assigned to students to walk them to and from the bus, providing parents with a sense of peace of mind as students are delivered to school each day. It is part of our PBIS program to provide families with positive feedback and get them involved in the school wide behavioral expectations both at home and at school. The two Beard School tours that are offered each month, are generally full with interested parents that have heard about our programs. Tours of the school often result in parents wanting a placement here. Due to the high level of quality supports and instruction that is provided and our reputation for student success, Beard is a highly sought after school for students with any significant disability or general education preschool program. On the 2016 5-essentials survey the rating for Involved Families, Beard received a score of 99 or "Very Strong," school rating. Teacher parent trust was rated very high at "Very Strong." Parent involvement in the school was "Very Strong," and lastly, parents influence on decision making at our schools was also rated "Very Strong." We have a full sitting LSC that attends monthly LSC meetings in the evening. The PAC committee has newly been formulated this year and has a good showing for a new program at the school. The PAC committee sponsored a Parent Potluck night and it was well attended. I involved these families in helping to select school priorities during the CIWP process. We have a regular core group of parents that come and are dedicated to working for the school's outcomes of involving other parents in the decision-making process. This year I hosted the first Parent Literacy workshop partnering with Reach Out and Read Illinois. The goal of this unique workshop was to help parents/community learn about good instructional practices at both at home and at school. We have frequent opportunities for families and community members to become involved and engaged in school activities. These events are published on a calendar called "Calendar of the Events." The calendar of events is published on the Beard website, Facebook page, parents community Facebook pages, found in the student-parent handbook and is regularly on Class Dojo. Our Facebook and media connections to families have also expanded this year. One of our parents posts regularly for us items we would like to share with the rest of the community. In addition to the weekly newsletter emailed home, we have what's called a home school communication binder for each child. That is where the teacher writes to the parent a short summary of the progress for the day. It also contains the student-parent handbook for quick and easy reference of vital information and procedures. The
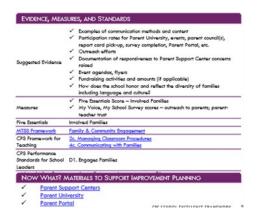
handbook is also downloaded from our website. Some teachers use Class Dojo to email parents about their child's progress. We do so much for our parents and are so proud of the supportive work to involve our families at the school. Engagement events that bring parents to the school include the Meet and Greet, Open House, Fall Festival, Beard School Olympics, 3rd grade Transition Meeting, Preschool Transition Meeting, Local School Council Meetings, PAC Meetings, Muffins with Mom, Doughnuts with Dads, State of the School Address, Parent monthly meetings, Celebration ceremonies, Beard Tours, The Big Green garden days, Earth Day, 100 Days Celebration, Parent Teacher Conferences, School Based Field Trips, Usborne Book Fairs, Science Fair, Awards Assemblies, Parent Literacy Fair, International Winter Day Fest, Parent Night's Out, PAC Parent Potluck, Paraprofessional Appreciation Week, Teacher Appreciation Week, and Friends of Beard family events fundraisers in the evening. Parents donate their children's art tiles to the walls of Beard as permanent memories of the student tile Beard Wall. They also support the school through the Brick fundraiser by buying a brick that gets installed into the ground. We have many community partnerships that include Lincoln Park Zoo, Peggy Notebart, Edison Gifted Regional, Prussing School, Music Alive and Tiny Tunemakers. We are bringing to the school the Nora Project for next year. There are a variety of ways that Beard School engages parents through communication. This has grown over the last six years. The Beard School Website has the most current and up to date information it. The website is www.beard.cps.edu. Class Dojo is used by all classroom teachers and is one of the most popular forms of communication to our parents. Stories and pictures are posted here, in addition to having the capability of emailing to parents. It is the parent's most favorite form of communication. Phone calls home provide parents with relevant real time information regarding a student's progress. Teachers will reach out to families during prep or break times to talk with parents. Staff call home when students are doing great in conjunction with our PBIS plan. Weekly classroom newsletters are sent home each Friday through email informing parents of new events/date taking place. 100% of our families have email access and are able to open up letters on line saving the school the cost of paper and ink. Newsletters are translated into Spanish for Spanish speaking families. We have a huge team of translators on staff. One of the teachers wrote a grant to have translation services here next year and we won it. $1000 to translate our handbook and any other items we would like. All teachers share their emails with our families, with a 24 hour turn around response time. We have over 98% of the parents that have returned forms that opt them into receiving robo calls from Black Board connect. Another form of communication we utilize for quick easy reminders that are less than 40 character text messages to parent's phones is Remind.com. For families that engage on Twitter media, Beard has a Twitter account. Anyone interested in Beard School can follow the principal at Lukic@BeardPrincipal. Monthly parent meetings are provided by vendors that we have invited to come to the school at 7:30am in the morning. Some meetings are more popular than others, but these are provided to our parents free of charge. Next year we plan on having 2 Parent resource fairs where every vendor will be invited to sit at tables down the hallways and speak with parents. Our social worker has created a comprehensive parent resource guide for our diverse learner parents to help them find resources within the Chicago metropolitan area relating to any disability or social emotional supports the family might be interested in. That has been posted to our website. Specially tailored events have been designed by the Beard team to address common parental concerns and communicate to them about the 3rd grade transitioning process to a different school. Parent meetings are held with all families regarding attendance, including the signing of an attendance contract. We had a big campaign for parents to open up their Parent Portal accounts and it's so much higher this year than it was last year. Because Beard has a modified grading scale, very few parents look at the Gradebook portal because they feel it is not closely aligned to the student's IEP goals. Preschool students do not receive grades, so the incentive to open up a portal is not as high. Last year we only had 3 parents sign up on the portal. Preschool students do not get grades, but receive an observation report card from TSG that is provided to parents for discussion at parent teacher conferences. This year it is significantly higher. This information will be available during Open House, or "Curriculum Night," it's new name. Teachers have already prepared the power points that will be presented in the fall to cover very important information, curriculum, expectations, and procedures. Subs are secured to provide time for the classroom teacher to meet with parents during IEP meetings. These resources are aligned during the budget season. Parents attend and chaperone for over 5 field trips a year. All the parents that attend are cleared through CPS volunteer program as Level II volunteers. Parents helped organize the Paraprofessional Week Celebration the 3rd week of April. Friends of Beard brought giveaways to show the paras how much they are supported, and it was very well received by the staff. Attendance plans are developed for every student in which they become identified as high risk for absence or truancy. Parents are called into the school to meet with staff to develop an attendance plan. At these meetings clear expectations for 95% attendance is made. The Beard has an attendance contract that is signed by every family at the beginning of the school year and upon enrollment. Regular discussions around improved attendance is had with parents. For parents that want to observe in the classroom, we have an observation request form that can be completed and set up with administration.

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

School Excellence Framework Priorities

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

4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 **3** 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 **⊘**
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 **⊘**

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
National School Growth Percentile - Math					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
% of Students Meeting/Exceeding National Ave Growth Norms					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
African-American Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
African-American Growth Percentile - Math					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					

n/a	(Blank)	(Blank)	0.00	0.00	0.00

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

n/a	(Blank)	(Blank)	0.00	0.00	0.00

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

n/a	(Blank)	(Blank)	0.00	0.00	0.00

National School Attainment Percentile - Reading (Grade 2)

n/a	(Blank)	(Blank)	0.00	0.00	0.00

National School Attainment Percentile - Math (Grade 2)

n/a	(Blank)	(Blank)	0.00	0.00	0.00

% of Students Making Sufficient Annual Progress on ACCESS

Alternate ACCESS is used at the school for students K to 3rd Grade.	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

The trends for our attendance for the past 3 years is 92.01%, 91.8% and 91.9%. We have been a part of the attendance grants written each year and have implemented many intervention plans with parents and students with very little success. The same issues come up each year regarding bussing problems, therapies and medically fragile students that continue to keep our attendance rates low. We are now working with our nurse to ensure that all of our students K-3rd grade are correctly coded in SIM so that attendance data can be appropriately scrubbed based upon students being in category A or Category B. Since Autism is now going to be considered a category B medical fragile area, (Mental Disorder: Autism F1) we may see our attendance rate changing. Over 34% of our students are on the autism spectrum and have poor attendance due to their disability and related medical needs. 29.67% of the other students have other disabilities that may or may not be considered medically fragile. Preschool attendance does not count in our rating.	93.20	93.00	95.00	95.00	96.00

Students have therapies such as speech, ABA, PT or OT that take place before the end of the school day. These absences effect our attendance because therapies happen every week, and sometimes 2-3 times a week or with many therapists, unlike a doctors visit, which is once in a while. Therapies are important in child's life because they are able to get 1:1 services, as opposed to the classroom school based therapy model that CPS offers students. It is more of a "medical" need for health improvement, yet is not recognized as an absence that would be "scrubbed" at the end of the year. Therapies do not count as a medical fragile category. This should be reviewed on a case by case basis with medical coding for SQRP purposes.

An attendance plan has been created and put into place to change the parent beliefs around preschool attendance. The plan also has celebrated days that encourage students to come to school. Every day counts.

My Voice, My School 5 Essentials Survey

The 2016 5 Essentials Overview resulted in Beard being a "well-organized" school with 83% of the teachers/paraprofessionals responding.

Effective Leaders was 80%, "very strong," with a 4% growth from the previous year.

Program Coherence was 94%, "very strong," with 4% growth from the previous year.

Teacher Principal trust was 63%, "strong," with an 11% growth from the previous year.

Teacher Influence was 63%, "strong," with a 1% decrease from the previous year.

Instructional Leadership was 99%, "very strong," with a 1% growth from the previous year.

Collaborative Teachers was 85%, "very strong," with a 16% growth from the previous year.

Collaborative Practices was 99%, "very strong," with a 49% growth from the previous year.

Collective Responsibility was 80%, "very strong," with a 22% growth from the previous year.

Quality of Professional Development was 99%, "very strong," with a 3% growth from the previous year.

Social Commitment was 79%, "strong," with a 8% growth from the previous year.

Teacher to Teacher trust was 68%, "strong," with a 3% decrease from the previous year.

Involved Families was 99%, "very strong," with a stable a 9% growth from the previous year.

Teacher-Parent Trust was 99%, "very strong," with a 11% growth from the previous year.

Parent Involvement was 99%, "very strong," with a 16% growth from the previous year.

Parent Influence on Decision Making in Schools was 99%, "very strong," the same as the last 3 years.

We are a preschool through 3rd grade school, so students do not respond to survey questions.

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we adopt safe and orderly procedures, shared agreements, universal protocols, and expectations for all transitions (arrival, departure, emergencies, behaviors),	then we will see uniform, safe, orderly, and efficient transitions and practices	that will lead to improved safety management, collaboration with staff and families, improved social emotional skills, improved student attendance and overall sense of safety both physically and emotionally.

Tags:
Collaboration, Protocols, Tier 1, Practices, Social emotional learning, Transitions, Team work, Pbis program, Universal, Safety and order team, Emergency management team, Cps crisis

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status

The school has 3-5 positively stated behavior expectations or shared agreements that are understood by all members of the school community.	Safety and Order CIWP Team #1	Apr 23, 2018 to Sep 28, 2018	On-Track

Pbis, Safety and order, Behavioral expectations

Adults teach, model, and reinforce appropriate behavior expectations in all areas of the school.	Safety and Order CIWP Team #1	Apr 23, 2018 to Oct 31, 2018	On-Track

Pbis, Modeling, Teaching, Appropriate behaviors

Create a school safety and order team that coordinates with all members of the emergency teams to ensure a safe school environment for all Beard stakeholders.	Safety and Order CIWP Team #1	May 28, 2018 to Sep 30, 2018	On-Track

Safety and order team, Emergency management team, Drills

Share universally established PBIS school wide positive behavior norms with all students. Create posters that show how appropriate behaviors can earn students points on class dojo throughout the day. Develop and post all Tier 1 class dojo point posters that students can earn throughout the school and classrooms.	Safety and Order CIWP Team #1	Sep 3, 2018 to Nov 5, 2018	On-Track

Class dojo, Universal tier 1 interventions, Positive behavior norms, Positive reinforcement

Teachers will develop school wide expectations that are personalized expectations for each classroom if they go above and beyond universal behavioral expectations. Each classroom will be responsible to develop their own Tier 2 classroom dojo point poster that clearly lists how students can earn points that are specific to the classroom needs as a whole. This must be shared with all parents of the classroom.	Safety and Order CIWP Team #1	Aug 27, 2018 to Sep 29, 2018	On-Track

Tier 2, Class dojo, Behavioral expectations, Classroom expectations

Individualize school wide expectations for each child to provide intensive supports. Each teacher will be responsible to develop a Tier 3 individualized dojo point schedule for students that need additional intensive supports. An individual class dojo schedule will list how the student can earn points or what behaviors can get points removed. This must be included in the behavior plan, as well as the IEP. Parents must also be apart of this plan.	Safety and Order CIWP Team #1	Mar 20, 2018 to Jun 22, 2019	On-Track

Pbis, Behavior plans, Class dojo, Tier 3 intervention, Individualized expectations

Gauge the sense of safety and order by creating a survey that measures people's sense of well being emotionally and physically. Have a beginning of the survey, then resend the same survey at the end of the year.	Safety and Order CIWP Team #1	Sep 3, 2018 to Dec 28, 2018	On-Track

Progress monitoring, Staff surveys, Parent surveys, School climate and culture

Provide clear procedures for reporting safety concerns at the school level and ensure that all staff are familiar with process.	Safety and Order CIWP Team #1	Sep 3, 2018 to Sep 30, 2018	On-Track

Behavior and Safety, Training, Procedures, Reporting, Crisis response

Further develop the current PBIS matrix framework to include additional behaviors, words that include Second Step language, and more inclusive of preschool expectations.	Safety and Order CIWP Team #1	Aug 27, 2018 to Nov 26, 2018	On-Track

Second step, Preschool, Inclusive, Behaviors, Pbis matrix, Schoolwide norms

Develop safety protocols and procedures that should be used by all staff for crisis responses.	Safety and Order CIWP Team #1	Aug 27, 2018 to Nov 30, 2018	On-Track

Crisis response, Saftey procedures

Meet with the emergency team members once a month to ensure student safety practices are in place, familiar, and seamlessly executed during drills.	Safety and Order CIWP Team #1	Aug 27, 2018 to Jun 30, 2019	On-Track

Emergency team, Practice, Crisis response, Review

Modify evacuation procedures for all classrooms to ensure clear understanding of emergency protocols, transitions, routines, and responses. Develop emergency plans for students that require additional evacuation supports.	Safety and Order CIWP Team #1	Aug 27, 2018 to Sep 30, 2018	On-Track

Team, Student safety, Emergency plan, Evacuation

Monitor the implementation of PBIS and second step to ensure that students are demonstrating understanding of essential concepts and that staff is implementing PBIS with fidelity.	Safety and Order CIWP Team #1	Sep 3, 2018 to Jun 21, 2019	On-Track

Pbis, School culture climate, School culture and climate team

Students participate in democratic decision making at the school level.	Safety and Order CIWP Team #1	Sep 3, 2018 to Jun 21, 2019	On-Track

Student voice, engagement, Behavior management, Public speaking

All staff will review and select applicable materials from Bullying Prevention and Response resources provided by CPS to implement in the classroom.	Safety and Order CIWP Team #1	Aug 27, 2018 to Oct 31, 2018	On-Track

Student Health & Wellness, Second step, Bullying

Beard will implement age level appropriate and specific Health education topics related to safety and order goals and curriculums, including sexual health topics.	Safety and Order CIWP Team #1	Sep 1, 2018 to Jun 30, 2019	On-Track

PE, Student Health & Wellness, Safety and order, Scaffolding, Health curriculum

Complete all safety drills at the beginning of the school year and go over all drills and expectations with staff and students once a quarter to ensure crisis preparedness.	Safety and Order CIWP Team #1	Sep 3, 2018 to Jun 30, 2019	On-Track

Expectations, Collaboration, Safety drills, Safety team

Put structures into place that will create a safer environment. Create efficient and orderly transitions between activities to maximize student instructional time and minimize on disruptions.	Safety and Order CIWP Team #1	Aug 27, 2018 to Jun 30, 2019	On-Track

Pbis, Transitions, Instructional time, Effecient, Agreed upon norms

Continue to develop and support guidance SEL calming areas within the school that help students to regulate.	Safety and Order CIWP Team #1	Apr 23, 2018 to Jun 21, 2019	On-Track

MTSS, SEL, Guidance, Student regulation

Action step	Responsible	Timeframe	Status
Train all staff in practices that are safe for all students and school personnel. CPS staff will watch all safety videos to protect children at the beginning of the year including the Allergen, Epi pen, Diabetes, Protecting all Children, Mandated Reporter, and other safety webinars.	Safety and Order CIWP Team #1	Aug 28, 2018 to Nov 30, 2018	On-Track

Emergency team, Emergency plan, Flex days, Trainings, Principal directed preps, Team meetings afterschool

Practice how all staff will react in crisis situations with random exercises throughout the year.	Safety and Order CIWP Team #1	Apr 9, 2018 to Jun 22, 2019	On-Track

Restorative approaches, Discipline, Repair harm

Have staff members attend professional development on MTSS, SEL, Second Step, Calm Classroom, Champs, EBTS, or other related PD as needed to train others.	Safety and Order CIWP Team #1	May 28, 2018 to Jun 21, 2019	On-Track

Professional development, Behavior plans, Intensive sel supports

Students move through the building in a safe and orderly manner and have efficient routines for arrival and dismissal.	Safety and Order CIWP Team #1	Apr 9, 2018 to Jun 21, 2019	On-Track

Transitions, Effecient routines, Arrivals, Dismissal

Develop a widely used PBIS program for students and share with parents. Adults correct misbehavior in ways that reinforce established expectations and ensure that restorative approaches are utilized with students.	Safety and Order CIWP Team #1	Apr 16, 2018 to Feb 28, 2019	On-Track

Pbis, Families, Tier 1 instruction

Further develop adult social emotional learning and build team relationships.	Safety and Order CIWP Team #1	Apr 10, 2018 to Jun 21, 2019	On-Track

Team building, Adult sel

Develop an action attendance plan that will be used to improve student attendance rates.	Safety and Order CIWP Team #1 Andrea, Maggie K	May 1, 2018 to Jun 29, 2019	On-Track

Attendance, Climate and Culture, Incentives, Rewards

Create incentive plans and celebrations for students that earn their points and demonstrate positive behaviors.	Safety and Order CIWP Team #1	Sep 1, 2018 to Jun 15, 2019	On-Track

Rewards, Student celebration, Positive behaviors

Strategy 2

If we do...	...then we see...	...which leads to...
If we focus on current SEL programs (Second Step, Calm Classroom, PBIS, Class Dojo) to promote social and emotional skills development, and support all staff in implementing these with fidelity	an increase in student self management, self and social awareness, better relationship skills, and responsible decision making	improved academic outcomes, increased student engagement, improved school climate and culture, and more independent student functioning and regulation.

Tags:
Climate and Culture, SEL, Restorative approaches, Pbis, Behavior supports, Second step

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status

Beard will reinforce positive student behaviors with clear expectations, routines, and procedures. Guidelines will be developed by the team and shared with all staff.	Climate and Culture CIWP Team #2	May 1, 2018 to Jun 28, 2019	On-Track

Pbis, Clear expectations, Positive student behaviors

School will develop written protocols for a clear referral process, procedures for assigning students to restorative interventions, schedules for following up on referrals. We will adapt procedures and make them appropriate for our students.	Climate and Culture CIWP Team #2	Sep 1, 2018 to Jun 15, 2019	Completed

Procedures, Referral process, Restorative interventions, Staff handbook

Restorative practices are designed to repair harm and restore the student to their learning environment using a menu of restorative responses to address all behaviors. The team will develop this menu of restorative approaches for all staff to use.	Climate and Culture CIWP Team #2	Sep 1, 2018 to Jul 20, 2019	On-Track

Repair harm, Restore learning, Restorative responses

Beard will have a team that meets regularly to organize systems that support a restorative environment.	Climate and Culture CIWP Team #2	Apr 9, 2018 to Jun 20, 2019	On-Track

Climate and culture team, Schedules, Team meetings afterschool

The school environment reflects a restorative culture with restorative posters, PBIS, student voice engagement, bulletin boards, newsletter information, electronic reminders and positive affirmations and communications.	Climate and Culture CIWP Team #2	Apr 23, 2018 to Jun 21, 2019	On-Track

MTSS, Pbis, Supports, Restorative culture, Proactive responses

School will regularly use data and MTSS for social, emotional and behavioral growth. Interventions will determine which behaviors should be retaught or more heavily reinforced. Inventions will seek to find out underlying root causes to behaviors occurring.	Climate and Culture CIWP Team #2	Apr 9, 2018 to Apr 26, 2019	On-Track

Data tracking, Second step, Mtss team, Effective practices, Interventionist

We will integrate universal SEL skill instruction by explicitly teaching expected behaviors and positively reinforce them consistently school wide.	Climate and Culture CIWP Team #2	Sep 3, 2018 to Nov 30, 2018	On-Track

SEL, Pbis, Positive behavior supports, Teaching

The Culture and Climate team will meet regularly to organize and modify systems that support a restorative environment for Preschool (3 and 4 year olds) and diverse learners PK to 3rd grade.	Climate and Culture CIWP Team #2	Apr 23, 2018 to Dec 31, 2018	On-Track

Pbis, Preschool expectations, Restorative environment

Teachers will build into their class schedules time to teach SEL skills (Second Step, Calm Classroom Classroom, Classdojo, check in/check outs, empathetic listening, "I" statements, etc..) for successful restorative practices.	Climate and Culture CIWP Team #2	Sep 4, 2018 to Jun 21, 2019	On-Track

Pbis, Second step, Class dojo, Calm classroom, Master teaching schedule, Classroom schedules

Staff will be supported in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.	Climate and Culture CIWP Team #2	Sep 4, 2018 to Jun 21, 2019	On-Track

Restorative approaches, Professional development, Behavior plans, Diverse learner, Trauma training

The school will work to engage families as partners.	Climate and Culture CIWP Team #2	Sep 4, 2018 to Jun 21, 2019	On-Track

Family and Community Engagement, Restorative culture

Beard staff will contact families frequently to inform them of positive student behavior and progress.	Climate and Culture CIWP Team #2	Sep 4, 2018 to May 31, 2019	On-Track

Restorative approaches, Parent contact, Restorative language, Positive behaviors

The team will intentionally teach competencies outlined in SEL standards to other staff members and parents.	Climate and Culture CIWP Team #2	Sep 4, 2018 to Jun 21, 2019	On-Track

Culture and climate, Sel standards, Restorative climate

Staff will avoid power struggles with students by offering them choices. Redirect students privately and respectfully.	Climate and Culture CIWP Team #2	Sep 4, 2018 to Jun 21, 2019	On-Track

Communication, Restorative practices, Restorative culture

Staff will teach students explicit restorative practices when a behavior incident arises. Staff will use restorative questions such as what were you feeling and thinking at the time? What can you do to make things better, to promote reflection and conflict resolution.	Climate and Culture CIWP Team #2	Sep 4, 2018 to Jun 21, 2019	On-Track

Reflection, Restorative practices, Teach, Modified practices

Provide all staff with restorative practices training on restorative mindsets, restorative language, and restorative conversations. Beard will also integrate a positive behavior intervention support program into the school's climate and culture.	Climate and Culture CIWP Team #2	Sep 4, 2018 to Jun 21, 2019	On-Track

Positive behavior supports, School culture and climate team

Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers.	Climate and Culture CIWP Team #2	Sep 4, 2018 to Jun 21, 2019	On-Track

Restorative approaches, Student responsiblity, Repair harm, Peer conflict resolution

Implement SEL curriculums such as Second Step, Calm Classroom, Me Moves, Creative Curriculum, SS Grin, and Behavior Plans to continue the SEL growth of our students.	Climate and Culture CIWP Team #2	Sep 4, 2018 to Jun 21, 2019	On-Track

MTSS, Data tracking, Sel curriculums

School will develop and utilize a menu of restorative, instructive, and proactive responses, for Tier 2 or 3 behavior supports to build into restorative agreements and behavioral norms.	Climate and Culture CIWP Team #2	Apr 10, 2018 to Jun 21, 2019	On-Track

Interventions, Tier 2 & 3, Norms, Behavioral expectations

Fine Arts, PE and library will be integrated into practices that help restore student learning.	Climate and Culture CIWP Team #2	Oct 5, 2018 to Jun 14, 2019	On-Track

PE, Fine arts, Library, Positive reward, Incentive program, Desired behaviors

| Develop ways to incorporate student voice into student learning and and overall behavioral expectations of the school. | Climate and Culture CIWP Team #2 | Aug 31, 2018 to Jun 15, 2019 | On-Track |

Student voice, Restorative practices

| Develop Tier 2 interventions for each classroom. Each classroom will be responsible to develop their own Tier 2 classroom dojo point poster that clearly lists how students can earn points that is specific to their classroom as a whole. This must be shared with all parents of the classroom. | Climate and Culture CIWP Team #2 | May 1, 2018 to Jun 30, 2019 | On-Track |

Pbis, Tier 2, Restorative practices

| Develop feelings charts to verbally express how they are feeling. Giving students voice to their emotions. | Climate and Culture CIWP Team #2 | Sep 1, 2018 to Jun 15, 2019 | On-Track |

Student voice, engagement, Feelings charts

| Restorative practices will work with community partners to provide our students with LRE opportunities outside of the Beard School setting. | Climate and Culture CIWP Team #2 | Sep 1, 2018 to Jun 20, 2020 | On-Track |

Pip, Nora project, Ss grin, Mini-pip

Strategy 3

If we do...	...then we see...	...which leads to...
create a Beard writing curriculum that is developmentally appropriate and aligned from preschool to 3rd grade,	students engaged in a rigorous writing program that inspires them to generalize literacy across all content areas,	high quality student work that is integrated in all academic areas for students.

Tags:
Instruction, Writing curriculum, Rigorous instruction

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
The ILT will develop a writing plan with alignment across grade levels. It will be modified to support and fit all of our students needs and modifications.	ILT - Curriculum CIWP Team #3	Apr 23, 2018 to Jan 18, 2019	On-Track

Modifications, Accomodations, Develop a writing program

| Align unit plans in writing (horizontally and vertically) will be broken down into a scope and sequence map, integrating the Wonders Curriculum. We will also develop pacing guides for units and/or lessons that are appropriate for each grade level school wide. | ILT - Curriculum CIWP Team #3 | Apr 12, 2018 to Oct 31, 2018 | On-Track |

Lesson plans, Vertical alignment, Unit plans, Horizontal alignment, Writing program

| Develop rubrics that will be used as formative data that will measure student growth. Examine formative data to determine mastery and pace of instruction. | ILT - Curriculum CIWP Team #3 | Aug 28, 2018 to Nov 30, 2018 | On-Track |

Formative assessment, Mastery, Lesson pacing, Writing rubric

| Identify the essential understandings of the writing program and determine what students should learn in greater depth. | ILT - Curriculum CIWP Team #3 | Aug 28, 2018 to Mar 30, 2019 | On-Track |

Writing curriculum, Essential understandings, Depth of learning

Include aspects of the writing program in student target goals for measurement. Include "writing" or "Daily 5" within the 120 minute literacy block for all K-3rd grade classrooms.	ILT - Curriculum CIWP Team #3	Aug 28, 2018 to Sep 7, 2018	On-Track

Literacy block, Schedules, Student target goals, K-3 curriculum

Engage all learners in the writing program by fully integrating opportunities for all learners including diverse learners, English language learners, and preschool students to demonstrate core knowledge and skills.	ILT - Curriculum CIWP Team #3	Aug 27, 2018 to Jun 28, 2019	On-Track

Diverse Learners, Preschool, English language learners

Teachers will create a plan for English language learners to develop academic language that demonstrate mastery in writing.	ILT - Curriculum CIWP Team #3	Aug 27, 2018 to Jun 21, 2019	On-Track

Writing, Lesson plans, English language learners, Orton gillingham, Multi-sensory approach

Integrate academic and social emotional learning into the writing program. Curriculum is tailored to the strengths, needs, and interests of each student in early childhood and diverse learners K through 3rd grade.	ILT - Curriculum CIWP Team #3	select	On-Track

SEL, Writing, Second step

Provide professional development to teachers to be able to teach connections to the real world through writing. During lessons, teachers will use authentic application of learning by providing opportunities for meaningful project based learning.	ILT - Curriculum CIWP Team #3	Sep 3, 2018 to Jan 31, 2019	On-Track

Professional Learning, Field trips, Cross curricular-planning

Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.	ILT - Curriculum CIWP Team #3	Sep 4, 2018 to Jun 14, 2019	On-Track

Project based learning, Field trips

Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.	ILT - Curriculum CIWP Team #3	Apr 23, 2018 to Jun 21, 2019	On-Track

Paraprofessionals, El libraries, Cultural celebrations

Fine Arts will be embedded within all of the curriculum and is integrated across the Climate and Culture of the school.	ILT - Curriculum CIWP Team #3	Apr 23, 2018 to Jun 21, 2019	On-Track

Partnerships, Grants, Fine arts, Dance, Art, Residency

All Early Childhood Programs will utilize a universal curriculum, The Creative Curriculum and assessment system, Teaching Strategies GOLD, but writing will be an embedded part of the programs.	ILT - Curriculum CIWP Team #3	Apr 16, 2018 to Jun 21, 2019	On-Track

Writing program, Tsg, Creative curricluum

Writing Program will be modified as needed to support all students at thier academic learning level.	ILT - Curriculum CIWP Team #3	Oct 30, 2018 to Apr 30, 2019	On-Track

Progress monitoring, Writing program

Purchase of Daily 5 book for ILT members first, then for all teachers, in the development of a writing program for diverse learner students.	ILT - Curriculum CIWP Team #3	Apr 2, 2018 to Apr 30, 2018	On-Track

Writing program, School wide implementation

Flex Days will be divided up across the year so that teachers can remain after school to plan and analyze student samples and data.	ILT - Curriculum CIWP Team #3	Sep 10, 2018 to Jun 21, 2019	On-Track

ILT, Flex days, Writing goals

Provide professional development for all teachers and paraprofessionals to improve teaching strategies of students.	ILT - Curriculum CIWP Team #3	Aug 27, 2018 to Jun 14, 2019	On-Track

Instruction, Professional development, Trainings

Action Plan

Strategy 1

ON-TRACK

Complete all safety drills at the beginning of the school year and go over all drills and expectations with staff and students once a quarter to ensure crisis preparedness."

Sep 03, 2018 to Jun 30, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Meet with staff during team day meetings, Develop Emergency Plan and share with all staff, include the emergency plan in the staff handbook, Completion of Safety drills and dates entered in FIMS

ON-TRACK

Provide clear procedures for reporting safety concerns at the school level and ensure that all staff are familiar with process."

Sep 03, 2018 to Sep 30, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Clear procedures in place, trained staff, webinar completed trainings, Information in Staff handbook, PD during first week of school, sign in sheets from staff attending PD and receiving a copy of staff handbook, practice drills, team meetings regularly.

ON-TRACK

Put structures into place that will create a safer environment. Create efficient and orderly transitions between activities to maximize student instructional time and minimize on disruptions."

Aug 27, 2018 to Jun 30, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

change dismissal and entrance procedures for preschool, develop master school wide schedule, teacher class schedules, put directional tape on the floor of the hallways to have students walk, purchase walking ropes, develop schedules for recess, transitions, playground and playlot times, evacuation plans, and other related safety drill information,

ON-TRACK

Further develop the current PBIS matrix framework to include additional behaviors, words that include Second Step language, and more inclusive of preschool expectations."

Aug 27, 2018 to Nov 26, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

PBIS matrix shared with all stakeholders, implementation of framework by all, shared developed of this with preschool teachers and climate and culture team, and students

ON-TRACK

Develop safety protocols and procedures that should be used by all staff for crisis responses."

Aug 27, 2018 to Nov 30, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

security radio codes, sharing of information with all staff members, procedures are in the staff handbook, safety protocols are up in public places for staff to reference in emergency situations

ON-TRACK

Modify evacuation procedures for all classrooms to ensure clear understanding of emergency protocols, transitions, routines, and responses. Develop emergency plans for students that require additional evacuation supports."

Aug 27, 2018 to Sep 30, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

update red bags to take out during emergencies, create allergy lists and ensure all staff has the information, ensure emergency plans are up in all classrooms and are posted, all exits of the building have procedures in place, conduct walk throughs with staff members, reevaluate safety procedures for efficiency and effectiveness

ON-TRACK

Students participate in democratic decision making at the school level."

Sep 03, 2018 to Jun 21, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

teacher check ins, student engagement board is up with pictures and voting has taken place, announcements are done daily by students, develop mindful practices to be spoken publicly,

ON-TRACK

Meet with the emergency team members once a month to ensure student safety practices are in place, familiar, and seamlessly executed during drills."

Aug 27, 2018 to Jun 30, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Updated Emergency Plan, team will know their roles and how to respond, meeting notes and sign in sheets

ON-TRACK

Monitor the implementation of PBIS and second step to ensure that students are demonstrating understanding of essential concepts and that staff is implementing PBIS with fidelity."

Sep 03, 2018 to Jun 21, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Use surveys to gauge understanding, Use restorative approach toolkit, SEL scores in prek and K-3 are up, less student behaviors tracked in student logger, overall less referrals to Social Worker, second step used daily and on classroom schedule

ON-TRACK

Share universally established PBIS school wide positive behavior norms with all students. Create posters that show how appropriate behaviors can earn students points on class dojo throughout the day. Develop and post all Tier 1 class dojo point posters that students can earn throughout the school and classrooms."

Sep 03, 2018 to Nov 05, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Posters evident throughout the building, PBIS expectations are delivered through morning announcements, the school shall have Tier 1 PBIS class dojo posters visible everywhere in the school, shared with parents and all staff that indicate what earns points towards positive behaviors, staff shall incorporate it into the culture of the school

ON-TRACK

Teachers will develop school wide expectations that are personalized expectations for each classroom if they go above and beyond universal behavioral expectations. Each classroom will be responsible to develop their own Tier 2 classroom dojo point poster that clearly lists how students can earn points that are specific to the classroom needs as a whole. This must be shared with all parents of the classroom."

Aug 27, 2018 to Sep 29, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Classroom Tier 2 Class Dojo points are shared into the Google drive, have been shared with the parents of the classroom, students can see behavioral expectations and class dojo points posters are up in their classroom, shared with parents.

ON-TRACK

Individualize school wide expectations for each child to provide intensive supports. Each teacher will be responsible to develop a Tier 3 individualized dojo point schedule for students that need additional intensive supports. An individual class dojo schedule will list how the student can earn points or what behaviors can get points removed. This must be included in the behavior plan, as well as the IEP. Parents must also be apart of this plan."

Mar 20, 2018 to Jun 22, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Behavior plans will have this information embedded in the documentation, work for free library, gym, sensory room or art time, behavior plans, social goals, parent collaboration and input on plans, IEP goals, individual student schedule and work for card

ON-TRACK

Train all staff in practices that are safe for all students and school personnel. CPS staff will watch all safety videos to protect children at the beginning of the year including the Allergen, Epi pen, Diabetes, Protecting all Children, Mandated Reporter, and other safety webinars."

Aug 28, 2018 to Nov 30, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Observations during staff learning drills, Staff will be able to go over procedures during meetings and report to duties and drills without referring to notes, Learning Hub evaluations

ON-TRACK

All staff will review and select applicable materials from Bullying Prevention and Response resources provided by CPS to implement in the classroom."

Aug 27, 2018 to Oct 31, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Staff will know how to implement bullying procedures that have been revised this year. Team will teach staff to use CPS online resources, implement Second Step, Teacher schedules will display times of this instruction, practices are observed during REACH observations, MTSS coordinator will provide additional Second Step lessons to students in the classroom

ON-TRACK

Beard will implement age level appropriate and specific Health education topics related to safety and order goals and curriculums, including sexual health topics."

Sep 01, 2018 to Jun 30, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Lesson Plans, Second Step scheduled on teacher schedules, observation of teaching programs, increase scores in SEL TSG for preschool and SANDI for K through 3rd grade students, parents are informed of curriculum.

ON-TRACK
Gauge the sense of safety and order by creating a survey that measures people's sense of well being emotionally and physically. Have a beginning of the survey, then resend the same survey at the end of the year."

Sep 03, 2018 to Dec 28, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK
May 02, 2018
Evidence
2A, 2C, 2D on Reach teacher evaluations has improved, MSMV surveys shows trends improve, analyze school assessment survey for results and initiate changes based upon information

ON-TRACK
Create a school safety and order team that coordinates with all members of the emergency teams to ensure a safe school environment for all Beard stakeholders."

May 28, 2018 to Sep 30, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK
May 02, 2018
Evidence
Development of the emergency team and emergency plan, conduct meetings where all members know their roles, completion of all chronic condition trainings, completion of all protection videos to ensure student safety, entering of emergency plan into FIMS, schedule safety drills, establish evacuation plans for students that are not self ambulatory, practice drills regularly, inform parents about drills, include safety information in handbooks

ON-TRACK
Practice how all staff will react in crisis situations with random exercises throughout the year."

Apr 09, 2018 to Jun 22, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK
May 02, 2018
Evidence
random individual conversations with staff throughout the year

ON-TRACK
The school has 3-5 positively stated behavior expectations or shared agreements that are understood by all members of the school community."

Apr 23, 2018 to Sep 28, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK
May 02, 2018
Evidence
PBIS posters are clearly posted throughout classrooms, all hallways, drinking fountain areas, on windows, in all common areas, office spaces, gym, library, lunchroom, sent home, on the website,

ON-TRACK

Adults teach, model, and reinforce appropriate behavior expectations in all areas of the school."

Apr 23, 2018 to Oct 31, 2018 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Creation of videos where teachers show students the expectations, staff observations, behavior plan data tracking, students modeling to other students, Staff will wear expectations on a lanyard to use with non verbal students.

ON-TRACK

Have staff members attend professional development on MTSS, SEL, Second Step, Calm Classroom, Champs, EBTS, or other related PD as needed to train others."

May 28, 2018 to Jun 21, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Observations, REACH 2D, Emotional Health Survey, professional development

ON-TRACK

Students move through the building in a safe and orderly manner and have efficient routines for arrival and dismissal."

Apr 09, 2018 to Jun 21, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
My School My Voice Survey, Teacher Safety MVMS Survey, number of behavior incidents, observations

ON-TRACK

Develop a widely used PBIS program for students and share with parents. Adults correct misbehavior in ways that reinforce established expectations and ensure that restorative approaches are utilized with students."

Apr 16, 2018 to Feb 28, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
PBIS matrix is on school website, sent home to parents electronically, shared at Curriculum Night

ON-TRACK

Continue to develop and support guidance SEL calming areas within the school that help students to regulate."

Apr 23, 2018 to Jun 21, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Develop the outdoor garden, outside black top areas, maintain fish tank, development of sensory room areas, programs that support SEL.

ON-TRACK

Further develop adult social emotional learning and build team relationships."

Apr 10, 2018 to Jun 21, 2019 - Safety and Order CIWP Team #1

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Plan monthly outings and activities, conduct relationship building activities, maintain the bulletin boards, sponsor a paraprofessional week.

ON-TRACK

Develop an action attendance plan that will be used to improve student attendance rates."

May 01, 2018 to Jun 29, 2019 - Safety and Order CIWP Team #1 Andrea, Maggie K

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Action Plan is created, shared with parents through the student parent handbook, downloadable from website, continue to have an Attendance Coordinator, Second step implementation, Class Dojo, Calm Classroom, PBIS, school store

ON-TRACK Create incentive plans and celebrations for students that earn their points and demonstrate positive behaviors."

Sep 01, 2018 to Jun 15, 2019 - Safety and Order CIWP Team #1

Status history

Strategy 2

ON-TRACK

School will regularly use data and MTSS for social, emotional and behavioral growth. Interventions will determine which behaviors should be retaught or more heavily reinforced. Inventions will seek to find out underlying root causes to behaviors occurring."

Apr 09, 2018 to Apr 26, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
IEP data collection for behavior plans, early childhood tracking TSG social emotional objectives and entering Tier II and III interventions used in MTSS logging tool, SANDI SEL student growth scores

ON-TRACK

Beard will have a team that meets regularly to organize systems that support a restorative environment."

Apr 09, 2018 to Jun 20, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Creation of the Beard MTSS handbook, process shared with all stakeholders include Tiered interventions, Behavior Intervention Plans, school PBIS plan, referral process, crisis procedures, Emergency Plan, ad restorative practices, sign in sheets for meetings where handbooks are shared

ON-TRACK

The school environment reflects a restorative culture with restorative posters, PBIS, student voice engagement, bulletin boards, newsletter information, electronic reminders and positive affirmations and communications."

Apr 23, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Creation of the Beard MTSS handbook, process shared with all stakeholders include Tiered interventions, Behavior Intervention Plans, school PBIS plan, referral process, crisis procedures, Emergency Plan, ad restorative practices shared with staff through various meetings

ON-TRACK

Staff will be supported in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline."

Sep 04, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

sign in sheets during training, certifications of staff, yearly renewals of certifications, observations during crisis, REACH 2D evaluations, incident reports, student logger data

ON-TRACK

Teachers will build into their class schedules time to teach SEL skills (Second Step, Calm Classroom Classroom, Classdojo, check in/check outs, empathetic listening, "I" statements, etc..) for successful restorative practices."

Sep 04, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK   May 02, 2018

Evidence

Lesson Plans, Unit plans, master teacher schedule

ON-TRACK

Beard staff will contact families frequently to inform them of positive student behavior and progress."

Sep 04, 2018 to May 31, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Creation of the Beard MTSS handbook, process shared with all stakeholders include Tiered interventions, Behavior Intervention Plans, school PBIS plan, referral process, crisis procedures, Emergency Plan, ad restorative practices shared with staff through various meetings, sign in sheets, culture and climate team meeting notes, team notes

ON-TRACK

The school will work to engage families as partners."

Sep 04, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

electronic communications, meetings, shared google opening bulletin, REACH recommendations, SEL walk through, Beard ballot, feelings charts,

ON-TRACK

The team will intentionally teach competencies outlined in SEL standards to other staff members and parents."

Sep 04, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Develop a separate Restorative Mission and Vision statement that is posted throughout the school and on the main entrance board, and in classrooms

ON-TRACK   Staff will avoid power struggles with students by offering them choices. Redirect students privately and respectfully."

Sep 04, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK   May 02, 2018

Evidence

Referral process, behavior plans, class dojo, use of PBIS, use of MTSS handbook, evidence in lesson plans

ON-TRACK

The Culture and Climate team will meet regularly to organize and modify systems that support a restorative environment for Preschool (3 and 4 year olds) and diverse learners PK to 3rd grade."

Apr 23, 2018 to Dec 31, 2018 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

My School My Voice Survey - School Connectenness, culture and climate survey assessment, sign in sheets, minutes from meetings, sharing with staff through PD

ON-TRACK

Staff will teach students explicit restorative practices when a behavior incident arises. Staff will use restorative questions such as what were you feeling and thinking at the time? What can you do to make things better, to promote reflection and conflict resolution."

Sep 04, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK   May 02, 2018
Evidence
Incident reports, student logger, behavior plans, crisis report, second step for early childhood

ON-TRACK

Beard will reinforce positive student behaviors with clear expectations, routines, and procedures. Guidelines will be developed by the team and shared with all staff."

May 01, 2018 to Jun 28, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK
May 02, 2018
Evidence
Mission and vision will be shared throughout the school, Dashboard misconduct information, 5 essentials results in Supportive Environments, MTSS, Curriculum & Instruction, Family & Community Engagement.

ON-TRACK

We will integrate universal SEL skill instruction by explicitly teaching expected behaviors and positively reinforce them consistently school wide."

Sep 03, 2018 to Nov 30, 2018 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK   May 02, 2018
Evidence
Two refferal forms are available for sped and general education students, created by Culture and Climate Team.

ON-TRACK

Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers."

Sep 04, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK
May 02, 2018
Evidence
Creation of individualized student plans, modified choice of restorative practices that is grade level appropriate, observations of practices in use

ON-TRACK

Provide all staff with restorative practices training on restorative mindsets, restorative language, and restorative conversations. Beard will also integrate a positive behavior intervention support program into the school's climate and culture."

Sep 04, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

ON-TRACK

May 02, 2018
Evidence
Determine lead teachers or staff TBA

ON-TRACK

Implement SEL curriculums such as Second Step, Calm Classroom, Me Moves, Creative Curriculum, SS Grin, and Behavior Plans to continue the SEL growth of our students."

Sep 04, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
TSG scores in social emotional learning, behavior data tracking plan sheets, SANDI SEL growth scores

ON-TRACK

School will develop and utilize a menu of restorative, instructive, and proactive responses, for Tier 2 or 3 behavior supports to build into restorative agreements and behavioral norms."

Apr 10, 2018 to Jun 21, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Edison Gifted School The Nora Project, Partners in Play, outside SEL support groups

ON-TRACK

Fine Arts, PE and library will be integrated into practices that help restore student learning."

Oct 05, 2018 to Jun 14, 2019 - Climate and Culture CIWP Team #2

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
work for cards for extra time in gym, art or library, REACH 2A, 2C and 2D observations, reward painting time, positive incentive program

ON-TRACK

Develop ways to incorporate student voice into student learning and and overall behavioral expectations of the school."

Aug 31, 2018 to Jun 15, 2019 - Climate and Culture CIWP Team #2

Status history

ON-TRACK

Develop Tier 2 interventions for each classroom. Each classroom will be responsible to develop their own Tier 2 classroom dojo point poster that clearly lists how students can earn points that is specific to their classroom as a whole. This must be shared with all parents of the classroom."

May 01, 2018 to Jun 30, 2019 - Climate and Culture CIWP Team #2

Status history

ON-TRACK

Restorative practices are designed to repair harm and restore the student to their learning environment using a menu of restorative responses to address all behaviors. The team will develop this menu of restorative approaches for all staff to use."

Sep 01, 2018 to Jul 20, 2019 - Climate and Culture CIWP Team #2

Status history

COMPLETED

School will develop written protocols for a clear referral process, procedures for assigning students to restorative interventions, schedules for following up on referrals. We will adapt procedures and make them appropriate for our students."

Sep 01, 2018 to Jun 15, 2019 - Climate and Culture CIWP Team #2

Status history

ON-TRACK

Develop feelings charts to verbally express how they are feeling. Giving students voice to their emotions."

Sep 01, 2018 to Jun 15, 2019 - Climate and Culture CIWP Team #2

Status history

ON-TRACK

Restorative practices will work with community partners to provide our students with LRE opportunities outside of the Beard School setting."

Sep 01, 2018 to Jun 20, 2020 - Climate and Culture CIWP Team #2

Status history

Strategy 3

ON-TRACK

Align unit plans in writing (horizontally and vertically) will be broken down into a scope and sequence map, integrating the Wonders Curriculum. We will also develop pacing guides for units and/or lessons that are appropriate for each grade level school wide."

Apr 12, 2018 to Oct 31, 2018 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
ILT develops a Beard School writing program and shares it with all staff, Lesson plans, unit plans, alignment is documented

ON-TRACK

Develop rubrics that will be used as formative data that will measure student growth. Examine formative data to determine mastery and pace of instruction."

Aug 28, 2018 to Nov 30, 2018 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

IIT will develop rubrics that will be used by teachers, teachers will utilize rubrics to determine student mastery, data will be used at ILT meetings to determine mastery

ON-TRACK

Identify the essential understandings of the writing program and determine what students should learn in greater depth."

Aug 28, 2018 to Mar 30, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

All teachers will develop unit/ lesson plans that will have essential understandings with rubrics for growth measure, ILT team will meet monthly to discuss mastery

ON-TRACK

Include aspects of the writing program in student target goals for measurement. Include "writing" or "Daily 5" within the 120 minute literacy block for all K-3rd grade classrooms."

Aug 28, 2018 to Sep 07, 2018 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

All posted schedules will include literacy and daily 5 on the schedules, students will have writing goals on their IEP's, teachers will develop writing goals

ON-TRACK

Engage all learners in the writing program by fully integrating opportunities for all learners including diverse learners, English language learners, and preschool students to demonstrate core knowledge and skills."

Aug 27, 2018 to Jun 28, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Student work will be displayed in the hallways and classrooms, evidence for learning will be seen on rubrics, uploading to Reach observations, writing portfolios will be developed for each student

ON-TRACK

Teachers will create a plan for English language learners to develop academic language that demonstrate mastery in writing."

Aug 27, 2018 to Jun 21, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Lesson plans will have WIDA standards, plan for vocabulary development, Orton Gillingham used

ON-TRACK

Integrate academic and social emotional learning into the writing program. Curriculum is tailored to the strengths, needs, and interests of each student in early childhood and diverse learners K through 3rd grade."

- ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK   May 02, 2018
            Evidence
            SEL and writing are clearly indicated in the classroom schedules, work published in classrooms, through interventions,

ON-TRACK

Provide professional development to teachers to be able to teach connections to the real world through writing. During lessons, teachers will use authentic application of learning by providing opportunities for meaningful project based learning."

Sep 03, 2018 to Jan 31, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK   May 02, 2018
            Evidence
            PD to staff,

ON-TRACK

Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations."

Sep 04, 2018 to Jun 14, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK   May 02, 2018
            Evidence
            4 field trips are attended yearly

ON-TRACK

Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language."

Apr 23, 2018 to Jun 21, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018
Evidence
Schedule two yearly cultural programs for students to come to the school, integrate through lesson plans and learning. Partner up with Urban Gateways in providing students with cultural programming. Celebrate awareness month, native vocabulary in students classrooms, paraprofessionals that speak native languages, native language books in classrooms

ON-TRACK

Fine Arts will be embedded within all of the curriculum and is integrated across the Climate and Culture of the school."

Apr 23, 2018 to Jun 21, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Visual, Media, Music, Fine, or Dance Arts is incorporated into the lesson plans of all classroom teachers. Fine Arts teachers will write grants to bring residency programs to the school, partnerships with local artists, art auction, square 1 art tiles

ON-TRACK

All Early Childhood Programs will utilize a universal curriculum, The Creative Curriculum and assessment system, Teaching Strategies GOLD, but writing will be an embedded part of the programs."

Apr 16, 2018 to Jun 21, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Students will have writing goals, rubrics will provide evidence for student progress of success over time, TSG will be used for early childhood students, writing samples will be published throughout the school

ON-TRACK

Writing Program will be modified as needed to support all students at thier academic learning level."

Oct 30, 2018 to Apr 30, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

ILT will meet monthly to look at student work and rubrics, progress monitor success rates, make revisions as needed to improve program, align flex days to meet monthly after school

ON-TRACK

Purchase of Daily 5 book for ILT members first, then for all teachers, in the development of a writing program for diverse learner students."

Apr 02, 2018 to Apr 30, 2018 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK

May 02, 2018

Evidence

Alignment of resources, purchase of books, pass out books to staff members, first set goes to ILT to learn and begin planning phase of writing program

ON-TRACK

Flex Days will be divided up across the year so that teachers can remain after school to plan and analyze student samples and data."

Sep 10, 2018 to Jun 21, 2019 - ILT - Curriculum CIWP Team #3

Status history
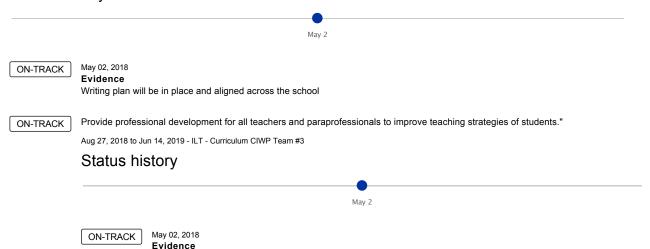
May 2

ON-TRACK

May 02, 2018
Evidence
Flex Day Schedule sent to CPS, sign in sheets, interventions logged, IEP goals, student portfolios, progress monitoring of data from ILT and C&C teams

ON-TRACK

The ILT will develop a writing plan with alignment across grade levels. It will be modified to support and fit all of our students needs and modifications."

Apr 23, 2018 to Jan 18, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK   May 02, 2018
            Evidence
            Writing plan will be in place and aligned across the school

ON-TRACK   Provide professional development for all teachers and paraprofessionals to improve teaching strategies of students."

Aug 27, 2018 to Jun 14, 2019 - ILT - Curriculum CIWP Team #3

Status history

May 2

ON-TRACK   May 02, 2018
            Evidence
            PECS for all paras and teachers, training for O/G, red kite, Singapore, Wonders, EL, special education, SEL training,

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding

formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title 1 programs, SGSA or any additional parent involvement plans. The school will invite parents to join a PAC and participate in reaching other parents to get them involved at the school. The date of this year's Title 1 Informational Meeting will be September 25, 2018 at 7:30 am. Notices will be sent home two weeks prior to the meeting to give parents enough time to attend. At that meeting we will set up a PAC Organizational meeting date to determine future dates for PAC parents to meet until the end of the year. All parent documentation items will be available for review to all parents. We will offer coffee and treats for parents able to come in the morning after they drop off their children to school. This will give them a chance to speak to other parents and connect. Documentation items that will be shared with all include the CIWP, parent involvement budget plan, parent involvement policy , parent compact, itemized Title 1 budget, parent funds budget, district title 1 parent involvement policy, cps title 1 parental involvement program guidelines, PAC organizational meeting and the principal's annual title 1 parents meeting evaluation forms.

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 Principal's Annual Title 1 Parent meeting will be September 25, 2018 at 7:30. Since most parents drop off their children to school, its easiest to have them come right into the building to have the meeting. The agenda will be posted on all main entry doors within 7 days of the meeting. It will also be emailed home and sent in student back packs. It will also be distributed in the evening during Curriculum Night which is the last week of September. Other forms of advertisement will include Class Dojo school story shares, the school website, the weekly newsletter, the school calendar, the main office parent portal boards, Facebook, and announcements at parent engagement events to come and join the parent meetings. The date of this year's Title 1 Annual Meeting will be Tuesday, September 25, 2018 at 7:30 am. We will set a PAC Organizational meeting date to determine future dates for parents to meet until the end of the year. The PAC organizational meeting will be held between October 1st and October 31st. This date will be determined at the Title 1 meeting.

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.

> At our PAC meetings we will have an official note taker that documents and records all parent requests. Each month the minutes will be posted on the school's website and shared with all families. The minutes will be brought to each PAC meeting to develop action plans for implementation. We will invite members of the staff to address the PAC's questions or concerns. Before the development of the CIWP, parents are invited to participate in open sessions where ideas are formulated to improve the school's academic direction.

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

> Beard has a Curriculum Night in September where academic assessment tools are explained to all parents. Each year at the student's IEP meetings parent's rights are provided to them, in addition to any assessments that have been conducted. At every IEP meeting, academic assessment tools and their appropriateness and scoring will be reviewed with parents. Four times a year, report cards and IEP benchmark progress reports are sent home with parents. Twice a year parents are invited to come to the school and discuss with the teacher the child's progress during parent teacher conferences. For preschool, teachers will provide all parents that attend parent teacher conferences with TSG summary snapshot growth reports that are measured from the Fall beginning of the year, to the Winter middle of the year growth reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to attend the state of the school address delivered during both parent teacher conferences in a school year. Our own related service provider teams have also presented to families on their areas of expertise.

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.

> At Beard, all the teachers are highly qualified to be in these programs therefore, notification is not needed to be sent home. We will continue to go out of our way to seek the best and most qualified candidates to work at Beard School. We are a teaching school and usually have the first choice of the top students teachers that have finished their student teaching here.

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.

Beard School has an assessment plan that is submitted to CPS each year. Enrollment at Beard gives the school permission to have students tested on academic and social emotional learning assessments. Beard School follows a curriculum that is aligned to common core standards in Reading/Language Arts, Math, Science and Social Studies. Teachers and paraprofessionals will assess, data track and progress monitor information on each child as needed to inform instructional decisions. Access or Alternate Access will be given to any student that has indicated a different language spoken at home on the Home Language survey. For K through 3rd grade students, the SANDI will be administered. For Kindergarten students, the KIDS assessment survey will be administered. For 3rd grade students, either the DLM or the NWEA will be administered. For preschool students, the observational tool of TSG will be administered. Related Service Providers all will have their own assessment tools to use as they conduct their evaluations.

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.

Parents will be provided with opportunities to visit the Parent Resource Fairs on both parent teacher conference days. There will be 10 parent engagement events throughout the year that are specifically geared to increase parent involvement at the school. The PAC be held monthly to give parents a chance to become more involved school wide. Parent engagement events are sponsored to increase student attendance as well. Three or more field trips are planned where parents are invited to be chaperones on the trips. Parents also invited to participate on the field trip committee to determine alignment of places that work in conjunction with the curriculum being taught.

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.

We have a very strong parent involvement at Beard. My goal is to bring more parents AND PARTNERS into our school as our preschool diverse learner programs continue to grow. Beard School has established a welcoming environment that is warm and friendly towards the parents and visitors. As soon as you walk into the school, there are chairs everywhere to make parents feel welcome and comfortable, so that they have areas to wait before any meetings begin. Every parent is made to feel welcome and valued. The results of our efforts are reflected on the 5 Essentials survey as "Well Organized" from our parents, with a 99% rating score. From the signing in greeting to the visitor badge made special for Beard visitors, it's all about customer service. Our approach to parent/community relations is customer service based, as is our approach to educating children and families. The mission and vision of the school is to engage families by providing them the best supports and resources. Bulletin boards are colorful, child friendly, and inviting. Specific staff are assigned to students to walk them to and from the bus, providing parents with a sense of peace of mind as students come to school each day. It is part of our PBIS program to provide families with positive feedback and get them involved in the school wide behavioral expectations both at home and at school. The two Beard School tours that are offered each month, are generally full with interested parents that have heard about our programs. Tours of the school often result in parents wanting a placement here. Due to the high level of quality supports and instruction that is provided and our reputation for student success, Beard is a highly sought after school for students with any significant disability or general education preschool program. On the 2016 5-essentials survey the rating for Involved Families, Beard received a score of 99 or "Very Strong," school rating. Teacher parent trust was rated very high at "Very Strong." Parent involvement in the school was "Very Strong," and lastly, parents influence on decision making at our schools was also rated "Very Strong." We have a full sitting LSC that attends monthly LSC meetings in the evening. The PAC committee has newly been formulated this year and has a good showing for a new program at the school. The PAC committee sponsored a Parent Potluck night and it was well attended. I involved all families in helping to select school priorities during the CIWP process. We have a regular core group of parents that come and are dedicated to working for the school's outcomes of involving other parents in the decision-making process. This year I hosted the first Parent Literacy workshop partnering with Reach Out and Read Illinois. The goal of this unique workshop was to help parents/community learn about good instructional practices at both at home and at school. We have frequent opportunities for families and community members to become involved and engaged in school activities. These events are published on a calendar called "Calendar of the Events." The calendar of events is published on the Beard website, Facebook page, parents community Facebook pages, found in the student-parent handbook and is regularly on Class Dojo. Our Facebook and media connections to families have also expanded this year. One of our parents posts regularly for us items we would like to share with the rest of the community. In addition to the weekly newsletter emailed home, we have what's called a home school communication binder for each child. That is where the teacher writes to the parent a short summary of the progress for the day. It also contains the student-parent handbook for quick and easy reference of vital information and procedures. The handbook is also downloaded from our website. Some teachers use Class Dojo to email parents about their child's progress. We do so much for our parents and are so proud of the supportive work to involve our families at the school. Engagement events that bring parents to the school include the Meet and Greet, Open House, Fall Festival, Beard School Olympics, 3rd grade Transition Meeting, Preschool Transition Meeting, Local School Council Meetings, PAC Meetings, Muffins with Mom, Doughnuts with Dads, State of the School Address, Parent monthly meetings, Celebration ceremonies, Beard Tours, The Big Green garden days, Earth Day, 100 Days Celebration, Parent Teacher Conferences, School Based Field Trips, Usborne Book Fairs, Science Fair, Awards Assemblies, Parent Literacy Fair, International Winter Day Fest, Parent Night's Out, PAC Parent Potluck, Paraprofessional Appreciation Week, Teacher Appreciation Week, and Friends of Beard family events fundraisers in the evening. Parents donate their children's art tiles to the walls of Beard as permanent memories of the student tile Beard Wall. They also support the school through the Brick fundraiser by buying a brick that gets installed into the ground. We have many community partnerships that include Lincoln Park Zoo, Peggy Notebart, Edison Gifted Regional, Prussing School, Music Alive and Tiny Tunemakers. We are bringing to the school the Nora Project for next year. There are a variety of ways that Beard School engages parents through communication. This has grown over the last six years. The Beard School Website has the most current and up to date information it. The website is www.beard.cps.edu. Class Dojo is used by all classroom teachers and is one of the most popular forms of communication to our parents. Stories and pictures are posted here, in addition to having the capability of emailing to parents. It is the parent's most favorite form of communication. Phone calls home provide parents with relevant real time information regarding a student's progress. Teachers will reach out to families during prep or break times to talk with parents. Staff call home when students are doing great in conjunction with our PBIS plan. Weekly classroom newsletters are sent home each Friday through email informing parents of new events/date taking place. 100% of our families have email access and are able to open up letters on line saving the school the cost of paper and ink. Newsletters are translated into Spanish for Spanish speaking families. We have a huge team of translators on staff. One of the teachers wrote a grant to have translation services here next year and we won it. $1000 to translate our handbook and any other items we would like. All teachers share their emails with our families, with a 24 hour turn around response time. We have over 98% of the parents that have returned forms that opt them into receiving robo calls from Black Board connect. Another form of communication we utilize for quick easy reminders that are less than 40 character text messages to parent's phones is Remind.com. For families that engage on Twitter media, Beard has a Twitter account. Anyone interested in Beard School can follow the principal at Lukic@BeardPrincipal. Monthly parent meetings are provided by vendors that we have invited to come to the school at 7:30am in the morning. Some meetings are more popular than others, but these are provided to our parents free of charge. Next year we plan on having 2 Parent resource fairs where every vendor will be invited to sit at tables down the hallways and speak with parents. Our social worker has created a comprehensive parent resource guide for our diverse learner parents to help them find resources within the Chicago metropolitan area relating to any disability or social emotional supports the family might be interested in. That has been posted to our website. Specially tailored events have been designed by the Beard team to address common parental concerns and communicate to them about the 3rd grade transitioning process to a different school. Parent meetings are held with all families regarding attendance, including the signing of an attendance contract. We had a big campaign for parents to open up their Parent Portal accounts and it's so much higher this year than it was last year. Because Beard has a modified grading scale, very few parents look at the Gradebook portal because they feel it is not closely aligned to the student's IEP goals. Preschool students do not receive grades, so the incentive to open up a portal is not as high. Last year we only had 3 parents sign up on the portal. Preschool students do not get grades, but receive an observation report card from TSG that is provided to parents for discussion at parent teacher conferences. This year it is significantly higher. This information will be available during Open House, or "Curriculum Night," it's new name. Teachers have already prepared the power points that will be presented in the fall to cover very important information, curriculum, expectations, and procedures. Subs are secured to provide time for the classroom teacher to meet with parents during IEP meetings. These resources are aligned during the budget season. Parents attend and chaperone for over 5 field trips a year. All the parents that attend are cleared through CPS volunteer program as Level II volunteers. Parents helped organize the Paraprofessional Week Celebration the 3rd week of April. Friends of Beard brought giveaways to show the paras how much they are supported, and it was very well received by the staff. Attendance plans are developed for every student in which they become identified as high risk for absence or truancy. Parents are called into the school to meet with staff to develop an attendance plan. At these meetings clear expectations for 95% attendance is made. The Beard has an attendance contract that is signed by every family at the beginning of the school year and upon enrollment. Regular discussions around improved attendance is had with parents.

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.

Parents will be openly welcome into Beard. Advertisements for open enrollment preschool registration will be sent out and posted on various media social sites. Tours will be offered twice a month. A communication home school binder will be sent home every night with every child that will have progress documentation in it. Weekly newsletters and monthly calendars of events will go home electronically. Preschool parents will be invited to all parent meetings through emails, Facebook, Class Dojo, website updates and letters to encourage parent involvement and inform parents of events taking place at the school. We have acquired a rather large bilingual staff and will utilize them to translate for parents and students. Correspondence will be translated into as many languages as possible to give all families access to information and the school and be intentional in the involvement of preschool and all families. We will seek out community agencies to partner with to involve parents in knowing the types of programs we have at our school.

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.

Class Dojo which is the primary tool in which teachers communicate with parents, is translatable into many different languages. Advertisements for open enrollment preschool registration will be sent out and posted on various media social sites. Tours will be offered twice a month. A communication home school binder will be sent home every night with every child that will have progress documentation in it. Weekly newsletters and monthly calendars of events will go home electronically. Preschool parents will be invited to all parent meetings through emails, Facebook, Class Dojo, website updates and letters to encourage parent involvement and inform parents of events taking place at the school. We have acquired a rather large bilingual staff and will utilize them to translate for parents and students. Correspondence will be translated into as many languages as possible to give all families access to information and the school and be intentional in the involvement of preschool and all families.

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.)

Our mission is to provide students a common core aligned academic curriculum with high quality instruction through a supportive and safe environment. Holding high expectations for all students, staff will work to increase student achievement and obtain desirable student behaviors. With a highly trained and dedicated staff, Beard will utilize innovative and effective practices that ensure students have maximum opportunities to achieve established standards. This will be accomplished through intensive staff professional development and a highly developed level of collaborative school and parental partnership.

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

Twice a year, the school day for students will be cancelled to allow time for parents and teachers to sit down and talk to the teacher about the progress of the student during parent teacher conference days. During quarters 1 and quarter 3, the classroom teacher will designate a block of time to all families to come in and discuss with the teacher the report card and the students progress. The two parent teacher conference dates established by the district on the school wide CPS calendar. One is November the other is in April.

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

Beard has a Curriculum Night in September where academic assessment tools are explained to all parents. Parents will be encouraged to open up a parent portal where they can register and see their child's grades. Parents will be involved in the creation of attendance plans that target student improvement. Each year at the student's IEP meetings parent's rights are provided to them, in addition to any assessments that have been conducted. At every IEP meeting, academic assessment tools and their appropriateness and scoring will be reviewed with parents. Four times a year, report cards and IEP benchmark progress reports are sent home with parents. Twice a year parents are invited to come to the school and discuss with the teacher the child's progress during parent teacher conferences. For preschool, teachers will provide all parents that attend parent teacher conferences with TSG summary snapshot growth reports that are measured from the Fall beginning of the year, to the Winter middle of the year growth reports. We do have an active LSC that is provided with opportunities at every month's meeting to formulate suggestions and as appropriate provide feedback and involvement on the education of their children. Parents are also invited to attend the state of the school address delivered during both parent teacher conferences in a school year. Our own related service provider teams have also presented to families on their areas of expertise.

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

All teachers will meet with parents throughout the course of the year either physically or through phone calls and class dojo. It is requested that a meeting be requested in writing so that all can plan for the meeting. Once a mutually agreeable time is set for both the teacher and the parent, then the meeting can take place. Meetings generally are a half hour long during the teachers prep, however can also be arranged both before and after school with enough notice of time. Parents also can communication with teachers via email or write in the home school communication binder. Parents have 2 hours to meet with the entire team during the child's IEP annual meeting. Parents can also request in writing if they would like to have their therapists observe students. Invitations to all the events at the school will be completed via Facebook, remind.com, website, robo calls email, twitter, letters home, weekly newsletters, and our calendar of events.

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.

The mission and vision of the school is to engage families by providing them the best supports and resources. The calendar of events informs parents when they can come to the school and what the dates are. Parents are invited to join the PAC, parent literacy workshops, Meet and Greet, Curriculum Night, Fall Festival, Beard School Olympics, 3rd grade Transition Meeting, Preschool Transition Meeting, Local School Council Meetings, PAC Meetings, Muffins with Mom, Doughnuts with Dads, State of the School Address, Parent monthly meetings, Celebration ceremonies, Beard Tours, The Big Green garden days, Parent Teacher Conferences, School Based Field Trips, Usborne Book Fairs, Awards Assemblies, International Winter Day Fest, Parent Night's Out, PAC Parent Potluck, Paraprofessional Appreciation Week, Teacher Appreciation Week, and Friends of Beard family events fundraisers in the evening. We have a variety of communication tools to parents that include the following: Beard website, Facebook page, parents community Facebook pages, student-parent handbook, remind.com and Class Dojo. In addition to the weekly newsletter emailed home, we have what's called a home school communication binder for each child. Engagement events that bring parents to the school include the Parents donate their children's art tiles to the walls of Beard as permanent memories of the student tile Beard Wall. They also support the school through the Brick fundraiser by buying a brick that gets installed into the ground. We have many community partnerships that include Lincoln Park Zoo, Peggy Notebart, Edison Gifted Regional, Prussing School, Music Alive and Tiny Tunemakers.

The Beard School Website has the most current and up to date information it. The website is www.beard.cps.edu. Class Dojo is used by all classroom teachers and is one of the most popular forms of communication to our parents. Stories and pictures are posted here, in addition to having the capability of emailing to parents. It is the parent's most favorite form of communication. Phone calls home provide parents with relevant real time information regarding a student's progress. Teachers will reach out to families during prep or break times to talk with parents. Staff call home when students are doing great in conjunction with our PBIS plan. Weekly classroom newsletters are sent home each Friday through email informing parents of new events/date taking place. 100% of our families have email access and are able to open up letters on line saving the school the cost of paper and ink. Newsletters are translated into Spanish for Spanish speaking families. We have a huge team of translators on staff. One of the teachers wrote a grant to have translation services here next year and we won it. $1000 to translate our handbook and any other items we would like. All teachers share their emails with our families, with a 24 hour turn around response time. We have over 98% of the parents that have returned forms that opt them into receiving robo calls from Black Board connect. Another form of communication we utilize for quick easy reminders that are less than 40 character text messages to parent's phones is Remind.com. For families that engage on Twitter media, Beard has a Twitter account. For parents that want to observe in the classroom, we have an observation request form that can be completed and set up with administration. Beard parents are invited to attend and chaperone to over 5 field trips a year. All the parents that attend are cleared through CPS volunteer program as Level II volunteers.

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

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

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

The mission and vision of the school is to engage families by providing them the best supports and resources. The calendar of events informs parents when they can come to the school and what the dates are. Parents are invited to join the PAC, parent literacy workshops, Meet and Greet, Curriculum Night, Fall Festival, Beard School Olympics, 3rd grade Transition Meeting, Preschool Transition Meeting, Local School Council Meetings, PAC Meetings, Muffins with Mom, Doughnuts with Dads, State of the School Address, Parent monthly meetings, Celebration ceremonies, Beard Tours, The Big Green garden days, Parent Teacher Conferences, School Based Field Trips, Usborne Book Fairs, Awards Assemblies, International Winter Day Fest, Parent Night's Out, PAC Parent Potluck, Paraprofessional Appreciation Week, Teacher Appreciation Week, and Friends of Beard family events fundraisers in the evening. We have a variety of communication tools to parents that include the following: Beard website, Facebook page, parents community Facebook pages, student-parent handbook, remind.com and Class Dojo. In addition to the weekly newsletter emailed home, we have what's called a home school communication binder for each child. Engagement events that bring parents to the school include the Parents donate their children's art tiles to the walls of Beard as permanent memories of the student tile Beard Wall. They also support the school through the Brick fundraiser by buying a brick that gets installed into the ground. We have many community partnerships that include Lincoln Park Zoo, Peggy Notebart, Edison Gifted Regional, Prussing School, Music Alive and Tiny Tunemakers.

The Beard School Website has the most current and up to date information it. The website is www.beard.cps.edu. Class Dojo is used by all classroom teachers and is one of the most popular forms of communication to our parents. Stories and pictures are posted here, in addition to having the capability of emailing to parents. It is the parent's most favorite form of communication. Phone calls home provide parents with relevant real time information regarding a student's progress. Teachers will reach out to families during prep or break times to talk with parents. Staff call home when students are doing great in conjunction with our PBIS plan. Weekly classroom newsletters are sent home each Friday through email informing parents of new events/date taking place. 100% of our families have email access and are able to open up letters on line saving the school the cost of paper and ink. Newsletters are translated into Spanish for Spanish speaking families. We have a huge team of translators on staff. One of the teachers wrote a grant to have translation services here next year and we won it. $1000 to translate our handbook and any other items we would like. All teachers share their emails with our families, with a 24 hour turn around response time. We have over 98% of the parents that have returned forms that opt them into receiving robo calls from Black Board connect. Another form of communication we utilize for quick easy reminders that are less than 40 character text messages to parent's phones is Remind.com. For families that engage on Twitter media, Beard has a Twitter account. For parents that want to observe in the classroom, we have an observation request form that can be completed and set up with administration. Beard parents are invited to attend and chaperone to over 5 field trips a year. All the parents that attend are cleared through CPS volunteer program as Level II volunteers.They will also be asked to complete the My School My Voice Survey giving us feedback on how well we are doing to involve them.

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

Students have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with the school. Enrichment opportunities, that are in addition to the daily curriculum and instruction of students includes: Music from Tinytune Makers and Music Alive,
Partners in Play with students from Edison Gifted Regional, The Nora Project, 100 Days Celebration, Fitness Excercise Room, Drama Room, Go Noodle, Me Moves, ESL support, Red Kite Children's Theater, Urban Gateways, Lincoln Park Zoo partnership, Beard School Gardens, SS Grin, Calm Classroom, Class Dojo, Second Step, Preschool Partners in Play Program, Winter Assemblies, Art and Adaptive PE, Cooking with Friends in OT, Field Trips, Science Fair, Dance Fridays for best homeroom attendance, and International Day Fest. In the art program students are involved in creating art works for "Square 1 Art" and for the "Art Auction," which helps support the Arts program.
Students have an active voice at the school and engage in the civic board, say announcements in the morning, are a part of the PBIS plan and know the behavioral expectations of "Be Kind, Be Safe, Be Responsible." All instruction is delivered to students in small group settings utilizing all the adults in the classroom. All preschool teachers work with the Early Childhood Creative Curriculum using play based learning models. For K through 3rd grade, decisions and student involvement are IEP based relevant to academic and social-emotional needs per each student. Teachers have set up culturally responsive classrooms to meet the needs of all learners, including ELL students and students of other cultural backgrounds. Several students receive social/emotional or psychology services to help them deal with personal areas of concern and growth. Classrooms are centered around culturally responsive teaching. Students work on both academic skills that are individualized as well as social/emotional and independent functioning skills.Beard School practices errorless learning methods to teach children. Student choice is the foundation of the "work for card" in which students can choose their reward activity that motivates them for by completing behavioral and academic tasks successfully. Rewards for Tier 1, 2, and 3 interventions are connected to the school store in the purchase of a student desired item.

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.

Using the Title 1 Allowable Grid, much of the funding has been used to promoting parent involvement at the school. We will use it to print out parent correspondence to meetings and provide coffee and refreshments for the morning PAC meetings.

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. | $ | 208 | .00 |

| 53205 | **Refreshments**
 Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ | 69 | .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) | $ | 100 | .00 |

| 54505 | **Admission and Registration Fees, Subscriptions and memberships**
 For Parents use only. | $ | 100 | .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. | $ | 0 | .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. | $ | 100 | .00 |

| <p>53510</p>**Postage**
 Must be used for parent and family engagement programs only. | $ | 100 | .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 |