



Alice L Barnard Computer Math & Science Ctr ES / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/07/2018	Jill White, Theresea Hill, Jeri Sparks, Kristal Adams-Williams, Kathleen Valente, Louisa Storey	Highlighter Activity for SEF Categories
03/13/2018	Lydia Phil-Ebosie, Cristin Carole, Florence Essien-Johnson, Kathleen Valente	Tuning Protocol of SEF ratings, goals, and priorities
03/22/2018	Jeri Sparks, Joe Richmond, Kathleen Valente	SEF Ratings review and feedback, priority review and begin Root Cause Analysis and Identifying Key Strategies for each priority
04/03/2018	Jeri Sparks, Cristin Carole, Kathleen Valente	Root Cause Analysis and Identifying Key Strategies for each priority
04/10/2018	Jeri Sparks, Cristin Carole, Kathleen Valente	SEF Ratings review and feedback, priority review and continuation of root cause analysis and key strategies
04/13/2018	Lydia Phil-Eboise, Cristin Carole, Jeri Sparks, Madeline Lee, Amie Fern, Amy Johnson, Kathleen Valente	Root Cause Analysis via data review and identifying strategies
04/17/2018	Amy Johnson, Cristin Carole, Jeri Sparks, Kathleen Valente	Finalize strategies for the Instruction Priority
04/24/2018	Jeri Sparks, Kathleen Valente	Read rough draft of CIWP and provide feedback on the plan
04/19/2018	Sheri Miles, Kathleen Valente	Review, revise and discuss Parent Plan and parent budget

School Excellence Framework

Leadership & Collective Responsibility:

Score

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

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Barnard had undergone significant large-scale strategic plans and changes throughout the past 6 years. Through these changes the staff and administrators have worked together to lead, listen, and enact upon the necessary changes within the school.

Barnard needs to continue to work together towards a few high leverage priorities that focus the school, and that all parents, students, teachers, and staff members know and understand. It's not enough for a few people to know and understand what is happening within the school. All students and staff must have high expectations for themselves and for each other and must articulate those high expectations and vision when talking about teaching and learning. There also seems to be a lack of shared leadership structures that provide teachers with opportunities for job-embedded leadership development and training.

Barnard is rated strong in collective responsibility in the 5 Essentials survey. Teachers feel a strongly that it is their responsibility to support students and to help them learn.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the

theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

The ILT meets weekly and is open to the entire school. Every meeting has agendas and focuses on the priorities of the CIWP. The ILT reviews current student data and supports the work that happens during the vertical team meetings along with full day professional development meetings. Based on the work of the ILT over the past few years, the school has seen improvements in student learning and teacher quality. The ILT also supports the review and creation of Balanced Literacy as well as the focus of Math across all grade bands. As a result the school has seen improvements in math. The ILT is beginning to prepare the teacher leaders to lead the Vertical team meetings in order to provide teachers more of an opportunity to engage in teacher leadership and equity of voice. The ILT has structured the vertical team meetings to provide time for teachers to review N10 implementation plans, plan lessons together, observe each other, and then engage in student work protocols in order to monitor student learning. The ILT will utilize the peer observation data and the student work protocol data to determine what is and is not working in the classes. The ILT will also analyze NWEA data to determine what worked and what didn't for the entire year.

The team needs to build upon and create more of a sense of shared leadership for all team members. A few teachers attend ILT, and there is a lack of consistent structure for the ILT to meet long term goals connected to student learning and teaching-the ILT traditionally focuses on many areas of the CIWP that takes away from the focus on instruction and student learning.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

The vertical teams have been working to increase rigor and to provide supports to students via balanced literacy and differentiated math. The teachers have not had the time or the practice to receive real feedback from their peers and to learn best practices from each other during their vertical team meetings.

There is structured time during the week for vertical teams to meet, however, the teams have not engaged in deep professional inquiry to provide each other with safe practice and support.

New teachers do have mentors who support them and work with them throughout the year on issues such as classroom management and implementing best practices.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
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	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

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Much work has been done at Barnard to provide supports to students and teachers to ensure we have the most up to date resources and supports. Barnard has only 320 students, 20 teachers, and 10 teacher assistants/SECAs. All classes are supported by support staff to maximize student learning. All students take art and PE, and students in 6th-8th take computer design. The 6th-8th grade students also take dance classes once a week through Forward Momentum.

Barnard has a robust before and after school program thanks to the Community in Schools Grant. Through this grant students receive before care, and participate in a variety of after school programs, and we provide extended day care at no charge to the parents at Barnard. As a part of this grant students also receive free summer programming at Barnard through our partnership with Beverly Arts Center.

When people are hired LSC members and teachers are part of the hiring process and work together utilizing a set of questions to help make hiring decisions that best meet the needs of the school.

Teachers actively review and make suggestions for materials and technology for their classes. All classes have chromebooks and promethean boards to help increase student engagement and 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
Measures	✓ 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:

Score

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

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Students in upper grade math classes are given the opportunity to engage in differentiated math classes based on their levels of understanding. These divided math classes provide time and space for students who excel in math to be able to learn high levels of math at various paces based on their learning. Diverse learners are supported in all of their classes by teachers and diverse learning teachers who support their work and each other.

Teachers have attended Network PD in the CCSS has been delivered in both ELA and in Math. To support math instruction the school has invested in math resources in grades K-5. We have also invested in Academic software to help us differentiate instruction in both remediation and acceleration in reading and math.

The curriculum is extended by a comprehensive before- and after- school program that includes academic tutoring and enrichment in the arts

Area of growth: inter disciplinary units because we only have 1 grade per class, so teachers can work together to create engaging inter-disciplinary units other than the mandated IB interdisciplinary unit that is required for the upper grade students. More opportunities are needed for students to engage in project based learning in order to increase student inquiry and student investment in learning.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [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:

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

Score

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Teacher preference, student need, and the standards are taken into account when making decisions for curriculum materials. Technology has been made a budgeting priority to ensure that all avenues to online instructional materials can be adequately accessed by teachers and students alike. Over the years Barnard has invested in buying curriculum materials so that students can achieve at high levels. These new materials include math and reading texts and well as a robust mixture of computer software programs and technology in the classes. Software has been purchased to supplement existing curriculum in reading and math (thinkCERCA, Discovery Education, SRA, Study Island, Math IXL, Think Through Math, Envision). The materials have provided teachers and students with materials and resources that are high quality and support the students to meet the rigorous standards. All classrooms utilize chromebooks and have promethean boards to support the use of technology.

Teachers engage students in learning centers that utilize hands on materials. However, more can be done to provide students with more active, hands-on learning activities in class and outside of class.

Guide for Instructional Materials

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

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

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

Score

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)

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Teachers have engaged in various learning opportunities provided by the Network and at the school to help them push for rigor in student work. As a result, a protocol to assess cognitive demand is in place for IB classes, and teachers utilize vertical team time to discuss curriculum and student performance. MYP classes also use criteria referenced assessments in line with IB expectations as well as MYP/IB conceptual units. Based on results from learning walks, the students are more engaged in high levels of work than in previous years. Students have also made tremendous gains in the math NWEA in part to the focus on math instruction to ensure that students are receiving a rigorous curriculum.

Teachers regularly utilize the CCSS "Blueprint" and graphic organizers and materials for reading information and literature. Knowledge Center Resources are regularly used to ensure students are being scaffolded appropriately into more rigorous thinking.

More work needs to be done to create exemplars for students and for teachers to support their grading of student work.

Guide for Rigorous Student Tasks

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

- Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For (Observation Tool) ✓ Checking In: Do Classroom Assessments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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)

1 2 3 4

Barnard provides summer programming for our students to support students during the summer months to decrease learning losses.

More work needs to be done in this area to support our students' transitions to high school and to provide them with a vision for their future. We need to utilize opportunities in the class and outside of class to discuss career pathways and college pathways with our students when they arrive at Barnard.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.

- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

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

At Barnard teachers engage in deep data cycles to understand what students know and are able to do. The data provide teachers with the information needed to group students so that their instruction is differentiated to meet the needs of the students and the class. Teachers also utilize data to help them make instructional shifts in the classroom so that students can be successful. Teachers also attempt to utilize the scaffolding model of instruction to ensure all students reach the standards with some uneven results.

Teachers have been working on increasing the rigor in their classes by posing more challenging questions, and by utilizing discussion protocols to promote student learning and engagement. Some teachers have more experience in this than others and the teachers need time and space to learn more strategies to develop student voice in the discussion process to encourage equity of voice for all.

The instruction and teachers attempt to anticipate student misunderstandings and do attempt to utilize a range of pedagogical approaches suitable to student learning. Teachers need more time to share strategies that work for them in their classes with their peers.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Teachers utilize TRC/DIBELS to screen and monitor K-2 students on below and well below status. EasyCBM is used to monitor students on Rtl. Grades and classroom performance are used to address placement concerns and shifts in student performance (that veer from initial NWEA RIT data)

Our school-wide policy requires 2 grades per week per subject is required to ensure grades are accurate. Vertical teams met and aligned grade weighting. However, based on a Gradebook audit, it is evident that teachers are not inputting grades in a timely manner.

IB grading system is used for MYP students to ensure that families and students are informed of student performance based on IB parameters quarterly

As of now, teachers have latitude in the form of assessments and type of grades issued for classroom assessments. This needs to be addressed with the curriculum, and cycles of professional learning.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 3 4

There is an MTSS team at Barnard that has begun to meet regularly to ensure students are provided with supports that students in Tiers 2 & 3 need. The MTSS team has reviewed the targeted students and plans to work with the identified interventionists to create an intervention toolbox so that they have high quality resources to work with when they are conducting interventions with students. Additional work needs to be done to support interventionists, teachers, students and parents of our Tier 2 and 3 students.

Teachers attempt to provide universal Tier 1 academic and social emotional supports to students on a daily basis with some uneven results. Not all classrooms are student-centered with student agency. Some classrooms are teacher centered and need to provide more time for student centered activities and learning.

Students who have Tier 2 and 3 behavioral problems are supported through Check in & check out and provided support by the counselor and mentors in the building.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

Barnard is currently experiencing some of its highest attendance rates in recent years. The increased attendance rates can be attributed to the push for academic excellence in the classrooms where students feel as if they don't learn if they aren't in class. Over the years Barnard teachers have revised units and plans to include more rigor in the classes by utilizing the Hess Cognitive Framework to ensure that students are being challenged and supported. All teachers attempt to utilize scaffolding in their classes when exposing students to rigorous tasks and projects.

Students still struggle with persevering when overly challenged, and understanding that with effort and determination they can improve their work. Barnard still needs to work with students to develop academic mindsets and behaviors as well as instilling in them a sense of pride when they accomplish their work. Some students struggle to take pride and responsibility for high-quality work.

The staff work hard to support students and they take ownership for the learning and supports that they provide to students in the classes. Students trust a majority of teachers and feel as if the teachers care about them.

Barnard has worked hard to create a culture that reflects a shared belief in the importance of learning and hard work. We now have to move to student ownership and academic mindsets to ensure Barnard has a strong culture for learning.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work: evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRTP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/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

According to the 5Essentials Survey Barnard has strong relational trust. The teachers trust each other and work well together, and a majority of the students treat each other with civility and respect. However, we have a small and powerful group of students who treat themselves, teachers, and other students in often times disrespectful ways. The small group is sometimes seen as the majority of the school, and does cause small amounts of chaos within the building.

Because Barnard is a small school teachers and staff members must rely on each other in ways that are not always necessary in larger schools. Thus, the size of the school and small number of students enables most of the interactions in the building to be personal among students and adults.

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:

Score

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.

1 2 **3** 4

At Barnard students in grades 3-8 have departmentalized classes and the students have a humanities block where they learn about current issues and history. During these classes teachers work with the students to understand the world around them and create lessons that allow students to engaged in discussions and writings about these issues.

In grades 6-8 students are a part of the MYP, IB program which focuses on teaching students about global issues and topics. The programs and topics that students engage in through this program provides many opportunities for our students to be engaged in student voice and civic life. For example, every 8th grade student has to complete a community service learning project. Many students choose projects that support local food pantries and tackle issues such as racism, and school lunches. Students also engage in a dance program that provides them an opportunity to explore their identities and culture through dance.

Barnard does have a student council, and students have worked with administration to set behavioral expectations for the school and for each other. However, Barnard can do more to provide students with authentic interactions with civics leaders and the ability to engage in authentic decision making at the school.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • AVIDS Student Survey completion rate and results • Artifacts from student 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 – Supporting Environment
Five Essentials	Supportive Environment
MTSS Framework	Connection & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. 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/MSL 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

Barnard has created a framework for positive behavior throughout the school based on shared values and expectations. However, these expectations are not always upheld or utilized school-wide by adults and students. A majority of the adults at Barnard do engage in active supervision of the students, however, not all of the adults are utilizing the PBIS system and shared expectations when engaging with students to provide students with a consistent message regarding behavior.

Barnard also created routines in order to provide orderly transitions between activities, however, some of those routines have not been followed in the building, which has led to more noise and chaos in the hallways. Restructured routines for arrival have created a much more calm morning, and the school needs to create a smooth routine with parents and community members for dismissal. Some teachers and staff members need to establish clear and efficient classroom routines in order to minimize loss of instructional time and maximize student learning.

Due to a few students who have severe behavioral needs, not all staff and students feel safe physically and emotionally while in the building. As a school we need to support each other during these difficult times, and provide better routines to support families with high needs students. We also have to find better ways to support students who struggle emotionally during the school day.

Barnard also lacks a clear policy for classroom managed vs. office managed behaviors. Teachers and staff members utilize student logger to report student misbehavior, and at times send students out of the classroom for behaviors that could possibly be solved within the class. Providing clear guidelines and supports should help dimension the number of office discipline referrals.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**

- All adults use active supervision (move, scan, and interact) in all settings.
 - **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
 - **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
 - **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ 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

Barnard utilizes a variety of discipline practices to respond to misbehaviors in a calm and respectful way. At Barnard we utilize the Second Step program, PBIS, Mindfulness, and restorative peace circles to support student. Barnard also utilizes a detention system with the upper grade system that is rooted in the school-wide PBIS expectations. Students receive multiple opportunities to correct their behavior before a detention is issued.

When a student is sent out of the classroom the student is expected to complete a reflection form to help the student calm down and to provide time for the administrator to learn more about the situation. After the reflection form is done and information from the teacher has been shared a decision is made to decide how to respond to the situation. As stated above, we utilize peace circles, and utilizing peace circles as a way to correct behavior has become powerful for the students and the community. During the peace circles the students are able to hear the other person's perspective, and can process the situation in a different manner.

At Barnard we struggle with consistent implementation with a plan by teachers, staff, and administration. Barnard needs to reflect upon what works and what doesn't work so that we can create a plan and vision for moving forward for the upcoming school year.

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

Parent and Family Partnership:

Score

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.

Currently Barnard has an active PTO and PAC. We also have the parent volunteer program where a handful of teachers volunteer in the building during the week and receive a stipend every month. Barnard's LSC also contains parents who are actively involved in the school. Through these organizations Barnard has worked to create lasting relationships with parents so that we become viable partners in student learning. Parents also volunteer in classes and also come to the school to observe their students in class when students are struggling. Barnard believes that our parents are our number one ally when working with students.

Barnard also has a strong 8th grade parent committee that has hosted numerous fundraisers such as dances, out of uniform days, as well as a roller skating party to raise funds for 8th grade graduation. The 8th grade committee parents work as a cohesive group with the school to plan and organize these events which provides time for parents and the school to work together to build stronger relationships.

This year Barnard has had restorative practices coach who specializes in peace circles working at the school. The coach has worked with the school to hold parent workshops so that the parents and community can learn more about peace circles and how to utilize them at home.

We are working as a school to create ways in which we can bring more parents to the meetings and support the relationships. We don't have as many parents come to all events as we would like, however, we know that if we continue to work together we will become stronger.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
2	Expectations for Quality & Character of School Life: Safety & Order	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 <input type="radio"/> 2 <input type="radio"/> <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> ☐

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: Curriculum	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Aligned Resources	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					
Traditionally Barnard has been within 70%-80% national school growth percentile in reading. Barnard anticipates being back in the same range after the dip in scores the previous year. In order to increase from 3 to 4 points in the SQRP we have to reach a minimum of 70%.	73.00	36.00	88.00	75.00	90.00
National School Growth Percentile - Math					
Barnard has made great strides in math growth and attainment. We expect to continue to grow in this area for the school. In order to increase from 4-5 5 points Barnard has to reach 90% and we plan to reach that goal for 2019-2020.	65.00	75.00	63.00	85.00	91.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Barnard has reached a 60% national ave growth norm rate in the past. We anticipate being able to move the school above previous averages based on the work that we have done this year to improve and support student learning. Barnard. In order to move from 3 points to 4 points Barnard must reach between 65% and 70%.	60.90	55.60	47.00	65.00	70.00
African-American Growth Percentile - Reading					
In order to move from 3 points to 4 points on the SQRP Barnard must reach between 50th-69th percentile. And to reach 5 points we must reach 70th percentile or higher. In the past Barnard has reached 75% and we believe with a focus on reading and differentiation that we can reach a minimum of 75% and then 90%.	75.00	32.00	88.00	75.00	90.00
Hispanic Growth Percentile - Reading					
NA	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					

NA	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
Barnard has reached the 50% growth percentile in the past and is confident we can reach it again. In order to move from 3 points to 4 points we must reach a minimum of 60%.	50.00	36.00	65.00	51.00	60.00
African-American Growth Percentile - Math					
Students have shown dramatic growth in math at Barnard, and we anticipate being able to maintain this growth for the upcoming years. After we reach 70% percentile we do not gain anymore points on the SQRP, however, we know that we can reach a higher growth rate for our students.	65.00	72.00	63.00	85.00	91.00
Hispanic Growth Percentile - Math					
NA	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					
NA	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
NA	9.00	55.00	88.00	60.00	70.00
National School Attainment Percentile - Reading (Grades 3-8)					
Barnard believes a 10% increase is a reasonable expectation. We won't increase from a 3 to a 4 in SQRP points until we reach above a 70th percentile in the upcoming years.	59.00	51.00	80.00	65.00	70.00
National School Attainment Percentile - Math (Grades 3-8)					
Barnard believes a 10% increase is a reasonable expectation. We won't increase from a 3 to a 4 in SQRP points until we reach above a 70th percentile in the upcoming years.	38.00	43.00	45.00	60.00	70.00
National School Attainment Percentile - Reading (Grade 2)					
The students in the 2nd grade classroom have been making strides over the years. Based on current data and performance we expect the students to maintain current levels and excel them in upcoming years.	27.00	45.00	35.00	60.00	70.00
National School Attainment Percentile - Math (Grade 2)					
The students in the 2nd grade classroom have been making strides over the years. Based on current data and performance we expect the students to maintain current levels and excel them in upcoming years.	11.00	22.00	38.00	40.00	50.00
% of Students Making Sufficient Annual Progress on ACCESS					
NA	(Blank)	(Blank)	0.00	0.00	0.00
Average Daily Attendance Rate					
Barnard's data is trending to finish the 2017-2018 year with an average attendance rate of 95.9. We know we can increase our attendance rate by supporting our students and families to get here on time.	95.80	95.70	96.50	96.90	97.00
My Voice, My School 5 Essentials Survey					
We aim to become Well Organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

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

Strategy 1

If we do...

...then we see...

...which leads to...

Engage our teachers in a professional learning cycle during their Vertical Team time led by their peers that provides them time to focus on a problem of practice, review of research and learn new teaching strategies from each other and from district professional learning summits, collaborate together to create lessons, peer-observe, review student work, and reflect upon their lessons and authentic formative and summative assessments;

teachers applying MTSS practices and research based balanced literacy utilizing the balanced literacy method and Teaching for Robust Understanding (TRU) teaching practices as proposed in Barnard's implementation plans in their class. And we see teachers collaborating and refining their teaching to meet the needs of students. students: achieving at higher levels and completing authentic student work.

an increase in 5 Essentials teacher collaboration scores as well as an increase in NWEA scores to 70% of our students meeting reading and math national attainment levels by 2020.

Tags:

Cycles of professional learning, Best practice, Cycles of continuous improvement, Collective responsibility, Instruction planning, Action research, 5 essentials, Data-driven culture, Academic achievement

Area(s) of focus:

2, 3, 4

Action step

Responsible

Timeframe

Status

Identify Professional Learning Community leaders who will become the core Instructional Leadership Team members

Principal

Jun 4, 2018 to Jul 2, 2018

On-Track

Professional Learning, Peer observation, Instructional leadership team, Student work protocol, Professional learning cycles, Pedagogy, Professional learning calendar, Professional development, Powerful practice planning

Provide training and support for ILT Members related to leading PLCs

Principal

Jul 9, 2018 to Aug 24, 2018

Not started

Professional development, Pd planning, Instructional leadership team

Create an outline of the vertical team professional learning cycle for the year that includes learning about how to engage in culturally responsive teaching. This includes place holders in the vertical teams for work learned during the summits connected to Cognitive Demand and Equitable Access to Content. The learning cycles will also includes time to focus on a problem of practice, review of research and learn new teaching strategies from each other and from district professional learning summits, collaborate together to create lessons, peer-observe, review student work, and reflect upon their lessons and authentic formative and summative assessments;

Principal and ILT members

Jul 2, 2018 to Aug 31, 2018

Not started

Culturally relevant, Professional learning cycles, Professional calendar

Strategy 2

If we do...

...then we see...

...which leads to...

focus on instruction that provides the students with differentiated learning and opportunities to be actively engaged in rigorous classwork that is culturally relevant and aligned to the IB standards

teachers differentiating instruction through small group instruction, and providing student centered learning experiences and engages students in high levels, especially for our students in IB

An increase in NWEA scores for all students, in particular 90% growth for African American students in reading and 90% growth for African American students in math. An increase in 5 Essentials Ambitious

Instruction
 Student Attendance increased to 97%
 Student behavior infractions decreased
 Increased On-Track Rates over time from our current 55% rate to over 75%
 Increased student and parent engagement in IB projects and the IB program

Tags:
 Personalized Learning, Professional development, Student engagement, Growth mindset, Student centered, Student choice

Area(s) of focus:
 2, 3, 4

Action step	Responsible	Timeframe	Status
Apply for pilot program for personalized learning and growth mindset training and choose team or a group of teachers to pilot and engage in learning about personalized learning	Principal	May 7, 2018 to Jun 24, 2019	Postponed

Personalized Learning, Professional development, Growth mindset

Backward map the k-8 curriculum so we can vertically align our curriculum to support the goals and standards of the IB programme so that our students and teachers understand the demands of the standards and prepare lessons that provide relevant and rigorous instruction	Administration and teachers	Aug 27, 2018 to Jun 17, 2019	Not started
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Ib standards and practices, Ib programme

Create implementation plan for the 2018-2019 school year that defines the expectation and time allocation of small group instruction in the math and literacy blocks in order to provide students with differentiated instruction	Administration and teachers	Jul 16, 2018 to Jun 24, 2019	Not started
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Literacy, Math curriculum

Create clearly defined Tier 1, Tier 2, and Tier 3 best practices and assessments that are aligned to IB standards in the upper grades and utilize common core standards for the primary and middle grades that can and should be utilized with students in order to create a more seamless referral for students being identified as needing an IEP	Administration and teachers	Jul 2, 2018 to Jun 24, 2019	Not started
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Assessment, Ib, Common core state standards

Define and communicate student centered learning and the relevance to their learning. Which will lead to creating more student centered lessons and units to support the exploratory nature of the IB curriculum	Administrators and teachers	Jul 2, 2018 to Jun 24, 2019	Not started
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Strategy 3

If we do...	...then we see...	...which leads to...
implement school-wide practices to increase safety and order	higher levels of safety and order and students transitioning from one activity to the next seamlessly, more students actively engaged in work, higher levels of student to student and teacher to student trust, and higher levels of student voice and buy-in at the school	Decrease in the number of student infractions Increased attendance to 97% in 2020. Increased 5 Essentials scores for teacher to student trust as well as feeling safe in the building from going from weak to strong.

Tags:
 Student engagement, Culturally relevant, Safety and order, Champs, Student accountability, Restorative practices, Student infraction data, Student code of conduct, School wide expectations, Transitioned time effectively utilized, School wide norms, Mindfulness

Area(s) of focus:
 1, 3

Action step	Responsible	Timeframe	Status
Implement a school-wide expectation system called CHAMPS	Administration	select	Not started

Champs, Student accountability, Learning walks, School climate and culture

Monitor teacher implementation of CHAMPS and provide timely feedback	Administration	Sep 3, 2018 to Jun 18, 2019	Not started
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Reach, Culture and climate, Observation and feedback

Review teacher implementation practices and receive more training based on teacher and student need with a focus on culturally relevant practices	Administration, teachers, and CHAMPS PD provider	Nov 2, 2018 to Jun 17, 2019	Not started
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Professional development, Culture of learning, Culture and climate

Integrate PBIS, CHAMPS, Calm Classroom, mindfulness, and second step to provide coherence for teachers and students	Administration, N10 support	Aug 27, 2018 to Jun 17, 2019	Not started
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Professional development, Peace circles, Restorative practice, School culture and climate

Hire an assistant principal with experience in social emotional learning	Principal	Jul 1, 2018 to Aug 1, 2018	Not started
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Administrative team, Restorative climate

Create a student voice committee	Administration and Teacher	Oct 1, 2018 to Jun 17, 2019	Not started
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Student commitment, Student voice committee, Student action

Re-evaluate implementation of student expectations with a focus on the IB learner profile, and classroom procedures to ensure that the practices are culturally relevant and connect to the learning connected to creating a culturally relevant culture and climate via curriculum and norms of behavior	Administrative team, teachers, staff	Nov 2, 2018 to Jun 17, 2019	Not started
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Reflection, Culturally relevant, Ib learner profile, Student voice surveys, Staff surveys

Strategy 4

If we do...	...then we see...	...which leads to...
create an MTSS plan that provides supports for teachers and students in all tiers and with grading and assessments	teachers grading student work based on agreed upon criteria and expectations, and providing mutually agreed upon Tier 1 supports to all students so that we can engage in appropriate and responsible interventions for students who are in a variety of tiers	Increase in the number of students on track from 55% to 70% Decrease in the number of behavioral referrals Decrease in students being retained for summer bridge Decrease in the number of referrals for individualized education plans. Increased attendance rate to 97%.

Tags:
MTSS, Personalized Learning, Balanced grading and assessment, Academic mtss, Behavior mtss, Mtss, rigorous tasks, Mtss coordinator, Mtss team

Area(s) of focus:
3, 4

Action step	Responsible	Timeframe	Status
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Implement the Success Bound curriculum in 6th-8th grade classes 1x a week to teach students about being "on-track," organizational skills, and other executive functioning skills needed to be successful in high school and beyond	Administration and Success Bound Lead Teacher	select	Not started
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On track, Growth mindset, Executive functioning skills, College and careers

Provide teacher training on Success Bound curriculum	Success Bound Lead	Aug 27, 2018 to Jun 24, 2019	Not started
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Professional Learning, College and career

Participate in data review of students' grades in order to provide appropriate supports during flex day time	Administration	Sep 3, 2018 to Jun 17, 2019	Not started
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Teacher Teams/Collaboration, On track data, Balanced assessment and grading

Create an MTSS interventionist calendar and guideline one pager to help provide clarity and consistency for the MTSS interventionists	MTSS Intervention Lead	Oct 1, 2018 to Oct 15, 2018	Not started
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MTSS, Mtss handbook

Hire an MTSS Coordinator/coach to work with students and adults to provide the appropriate supports to teachers and students	Administration	Jul 2, 2018 to Aug 6, 2018	Not started
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Mtss lead

Have clearly defined grading categories that are equitable for students and incorporate the IB assessments and work	Administration and teachers	Aug 27, 2018 to Aug 31, 2018	Not started
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Balanced grading and assessment

Define grading criteria and expectations for student work via rubrics and exam cycles that utilize authentic student assessments, especially in 6th-8th grade that incorporates the to determine student supports that are needed.	Administration and teachers	Aug 27, 2018 to Jun 17, 2019	Not started
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On track, Balanced grading and assessment, Rubrics, Myp rubric

Action Plan

Strategy 1

ON-TRACK Identify Professional Learning Community leaders who will become the core Instructional Leadership Team members"
Jun 04, 2018 to Jul 02, 2018 - Principal

Status history



ON-TRACK May 20, 2018
Evidence
Clearly identified PLC leaders

NOT STARTED Provide training and support for ILT Members related to leading PLCs"

Jul 09, 2018 to Aug 24, 2018 - Principal

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

Agendas for meetings

NOT STARTED

Create an outline of the vertical team professional learning cycle for the year that includes learning about how to engage in culturally responsive teaching. This includes place holders in the vertical teams for work learned during the summits connected to Cognitive Demand and Equitable Access to Content. The learning cycles will also includes time to focus on a problem of practice, review of research and learn new teaching strategies from each other and from district professional learning summits, collaborate together to create lessons, peer-observe, review student work, and reflect upon their lessons and authentic formative and summative assessments;"

Jul 02, 2018 to Aug 31, 2018 - Principal and ILT members

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

Professional Learning Calendar with learning for teachers and expected outcomes. Teacher attendance at the summit

Strategy 2

POSTPONED

Apply for pilot program for personalized learning and growth mindset training and choose team or a group of teachers to pilot and engage in learning about personalized learning"

May 07, 2018 to Jun 24, 2019 - Principal

Status history

May 20

POSTPONED

May 20, 2018

Problem

Root Cause

Next steps

NOT STARTED

Backward map the k-8 curriculum so we can vertically align our curriculum to support the goals and standards of the IB programme so that our students and teachers understand the demands of the standards and prepare lessons that provide relevant and rigorous instruction"

Aug 27, 2018 to Jun 17, 2019 - Administration and teachers

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

VT agenda, training, and re-designed scope and sequence

NOT STARTED

Create implementation plan for the 2018-2019 school year that defines the expectation and time allocation of small group instruction in the math and literacy blocks in order to provide students with differentiated instruction"

Jul 16, 2018 to Jun 24, 2019 - Administration and teachers

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

Evidence of differentiated small group instruction happening during literacy and math blocks

NOT STARTED

Create clearly defined Tier 1, Tier 2, and Tier 3 best practices and assessments that are aligned to IB standards in the upper grades and utilize common core standards for the primary and middle grades that can and should be utilized with students in order to create a more seamless referral for students being identified as needing an IEP"

Jul 02, 2018 to Jun 24, 2019 - Administration and teachers

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

Common tier 1, 2, 3 strategies and assessments

NOT STARTED

Define and communicate student centered learning and the relevance to their learning. Which will lead to creating more student centered lessons and units to support the exploratory nature of the IB curriculum"

Jul 02, 2018 to Jun 24, 2019 - Administrators and teachers

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

Evidence of student centered activities happening during observations and walk throughs, agenda items that demonstrate the work is happening, shifts in unit maps and lesson plans

Strategy 3

NOT STARTED

Implement a school-wide expectation system called CHAMPS"

- Administration

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

CHAMPS implementation in the classroom as evidenced through classroom artifacts, observations, and walkthroughs

NOT STARTED

Monitor teacher implementation of CHAMPS and provide timely feedback"

Sep 03, 2018 to Jun 18, 2019 - Administration

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

REACH evaluations and informal feedback to teachers

NOT STARTED

Review teacher implementation practices and receive more training based on teacher and student need with a focus on culturally relevant practices"

Nov 02, 2018 to Jun 17, 2019 - Administration, teachers, and CHAMPs PD provider

Status history



May 20

NOT STARTED

May 20, 2018

Evidence

Agendas for PD

NOT STARTED

Integrate PBIS, CHAMPs, Calm Classroom, mindfulness, and second step to provide coherence for teachers and students"

Aug 27, 2018 to Jun 17, 2019 - Administration, N10 support

Status history



May 20

NOT STARTED

May 20, 2018

Evidence

Notes from meetings, formal and informal observations

NOT STARTED

Hire an assistant principal with experience in social emotional learning"

Jul 01, 2018 to Aug 01, 2018 - Principal

Status history



May 20

NOT STARTED

May 20, 2018

Evidence

Assistant Principal hired

NOT STARTED

Create a student voice committee"

Oct 01, 2018 to Jun 17, 2019 - Administration and Teacher

Status history



May 20

NOT STARTED

May 20, 2018

Evidence

Student voice committee meeting agendas

NOT STARTED

Re-evaluate implementation of student expectations with a focus on the IB learner profile, and classroom procedures to ensure that the practices are culturally relevant and connect to the learning connected to creating a culturally relevant culture and climate via curriculum and norms of behavior"

Nov 02, 2018 to Jun 17, 2019 - Administrative team, teachers, staff

Status history



May 20

NOT STARTED

May 20, 2018

Evidence

Teacher and student surveys. Student discipline data (should see a decrease). Observation data

Strategy 4

NOT STARTED

Implement the Success Bound curriculum in 6th-8th grade classes 1x a week to teach students about being "on-track," organizational skills, and other executive functioning skills needed to be successful in high school and beyond"

- Administration and Success Bound Lead Teacher

Status history



NOT STARTED

May 20, 2018

Evidence

Identified Success Bound coordinator and time in master schedule for Success Bound Lessons and work

NOT STARTED

Provide teacher training on Success Bound curriculum"

Aug 27, 2018 to Jun 24, 2019 - Success Bound Lead

Status history



NOT STARTED

May 20, 2018

Evidence

Agendas for training

NOT STARTED

Participate in data review of students' grades in order to provide appropriate supports during flex day time"

Sep 03, 2018 to Jun 17, 2019 - Administration

Status history



NOT STARTED

May 20, 2018

Evidence

Flex day schedule, agendas for sessions, Protocols for reviewing student data with next steps, improvement in grades and on-track rates

NOT STARTED

Create an MTSS interventionist calendar and guideline one pager to help provide clarity and consistency for the MTSS interventionists"

Oct 01, 2018 to Oct 15, 2018 - MTSS Intervention Lead

Status history



NOT STARTED

May 20, 2018

Evidence

Calendar and MTSS handbook/guidelines

NOT STARTED

Hire an MTSS Coordinator/coach to work with students and adults to provide the appropriate supports to teachers and students"

Jul 02, 2018 to Aug 06, 2018 - Administration

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

MTSS coordinator/lead hired or identified

NOT STARTED

Have clearly defined grading categories that are equitable for students and incorporate the IB assessments and work"

Aug 27, 2018 to Aug 31, 2018 - Administration and teachers

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

Gradebook category weights that are equitable and fair

NOT STARTED

Define grading criteria and expectations for student work via rubrics and exam cycles that utilize authentic student assessments, especially in 6th-8th grade that incorporates the to determine student supports that are needed."

Aug 27, 2018 to Jun 17, 2019 - Administration and teachers

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

Student on track rates, exam data, student work protocols

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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.

Barnard has monthly PAC meetings. The president and delegates attend the network and city-wide meetings and report back to the PAC membership and the local school community. They follow the policy, procedures and timeline for elections, budget, parent plan, schedules and any required documentation. The administrative team will hold the Annual Title 1 Meeting and the PAC will provide input or revise the parent involvement plan.

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

At the beginning of the school year Barnard holds the Annual Title 1 Parent Meeting. This was held on Monday, Sept. 25th, 2017 at 6:00 p.m. in the auditorium. During this meeting, the administrative team informs parents of the school's participation in the NCLB Title 1 program and invite parents to become active members of PAC and Title 1 programs. The PAC meetings are monthly and parents are encouraged to come and participate. PAC provide workshops for parents (e.g. Common Core Parent Meeting) during the school year. Other meetings are scheduled during Open House, Report Card Distribution, Math-Science and Literacy nights. Our meetings for next year will be decided upon during the June PAC meeting. The PAC will normally meet on the second Monday of every month at 6:00 pm in room 204 or the Auditorium. The organizational meeting was held on Monday, Sept. 25th, 2017 at 6:30 p.m. in the auditorium. We elected all officers with 12 parents and 3 staff members. We also elected a PAC liaison, parent who was past president to attend city-wide PAC meetings and bring back information.

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.

During all workshops for Parents we provide training, tips, resources, strategies and best practices on how to academically help their child improve across all subject areas. Barnard has and will continue to offer basic computer skill workshops with parents. Barnard is also in the process of partnering with neighborhood and Community-based organizations to bring more services to parents. (We have applied for a Community School Grant). Due to additional funding received in May 2015, Barnard was able to set up a Parent Resource Room with some technology, equipment and materials. It is now fully operational and is used by parents on a daily basis.

Parents are encouraged to come and participate in Parent Advisory Council, PAC which meets monthly at Barnard. Also parents complete various surveys about the school and the curriculum. Parents have been encouraged to complete the "Five Essentials Survey". Parents have also been surveyed for suggestions on how to improve school communication, increase volunteer opportunities, and other important issues the school is facing. The staff and administration reviews surveys, feedback reports and use the data when planning programs, curriculum at the school. (Having this parent feedback gives us another, worthwhile perspective and helps us address deficiencies of which we might have been unaware.)

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.

Each child's NWEA/TRC and Dibels scores are sent home (individual reports). Also parents are invited to attend Common Core and other specified parent meetings to discuss their child's academic and behavioral performance. We present workshops on NWEA and PARCC as well as CCSS and home supports to help students achieve. We issue NWEA Student Profile reports when students are assessed. They are sent home to detail student progress. During these meetings teachers also discuss an action plan with parents to increase parental involvement and increase positive academic results for students.

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.

All of Barnard's teachers are highly qualified.

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.

During PAC meetings, parent conferences, progress report and report card distribution days (with teacher conferences), PARCC, DIBELS/TRC and NWEA workshops, Our faculty assists parents in understanding the standards, assessments and how to monitor their child's progress on Parent Portal. The freed ILT members and administrators provide walk in training on how to use parent portal effectively. Administrators are also available to meet with parents to explain how testing works and clarify results for families if needed.

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.

During PAC meetings, parent conferences, progress report and report card distribution days (with teacher conferences), PARCC, DIBELS/TRC and NWEA workshops, Our faculty assists parents in understanding the standards, assessments and how to monitor their child's progress on Parent Portal. The freed ILT members and administrators provide walk in training on how to use parent portal effectively. Administrators are also available to meet with parents to explain how testing works and clarify results for families if needed.

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.

The importance of parental involvement and communicating effectively with parents will be (and has been) expressed during PD for the entire Barnard faculty. Through collective agreements, teachers will adopt techniques when communicating and involving parents. The tools for communicating will be conferences, phone calls, email, parent portal, letters and fliers. Additionally, more than half of the staff have adopted electronic tools like 'Remind 101' to keep parents informed. Our website was updated in 2016 so that it is very parent-friendly and we are making use of this tool as an effective means of communicating and working with parents. We also have E-Bulletins sent out whenever more immediate communication. This year more training has been provided to all of our ESPs in communicating with all of our partners- parents being a significant segment. The school releases a weekly eNewsletter to over 300 subscribers (parents, community members, stakeholders) with appropriate links so that all parents can remain informed. Just recently, the school also opened a Twitter account to disseminate information in an even more timely manner.

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.

Barnard has a Pre-K program through the Office of Early Childhood Education. This program has a parent volunteer component and parents are mandated to come to the classroom and assist/volunteer during the school year. The PAC has supported a 'Build Your Own Book' Program in the Barnard Pre-K Program. This was very successful at bringing parents to the school to be engaged in their child's learning. Additionally, we invite parents to share their skills with the students. We are still striving to improve our Parent Mentor Program, where parents and immediate family members act as mentors and tutors within the school, supporting teachers and students. Our Pre-K Program has been rated "Gold" for a number of years.

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.

All letters, meeting announcements, memos, phone messaging system and fliers are in the native language. We are making very regular use of the phone-calling system, hard copies of flyers and electronic messaging and our updated Barnard School website. An eNewsletter is release on a weekly basis on Fridays to over 300 subscribers. The Barnard Twitter account is utilized on a daily basis assist to provide parents with information in a timely manner throughout the week. We also created a REMIND account so parents can receive text message alerts about what is happening at Barnard.

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.)

The faculty and staff are committed to ensure that all students are actively engaged in a variety of learning experiences that enhances their learning (enhances their knowledge, skills and international mindedness). In Network 10 there has been much more Staff Training of our teacher. The purpose has been to have staff become much more familiar with aligning instruction to CCSS curriculum and assessing appropriately. This training and faithful implementation of best practices is intended to provide high quality instruction and curriculum. As an IB School, the faculty aims to develop students' dispositions to become life long learners and working toward being world citizens and critical thinkers with high expectations for themselves and others.

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.

We hold the required parent teacher conferences based on the CPS calendar. We also host parent nights for open houses and the PTO and the PAC sponsor parent nights in which teachers attend. We will finalize the dates for the upcoming school year once we approach the school year.

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

We provide the required progress reports based on the CPS calendar. It is also the expectation of the school that teachers call home and communicate with parents when students are not meeting their full potential. We also expect teachers to call when students show improvement in their work and their behavior. Parents also have support to create accounts on parent portal, and active participation on parent portal is highly encouraged. Teachers also e-mail parents who want to communicate via e-mail.

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

If a parent wants to meet with a staff member, the parent can fill out a request in the main office for a meeting with the teacher. The parent can also call the main office to schedule an appointment. The principal is available to meet with parents based on her schedule, and attempts to meet with or talk to parents within 48 hours of communication.

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.

We have parent mentor program at Barnard that encourages parents to volunteer and work with students. Our primary teachers have parents volunteer to read with students. If a parent wants to observe their child, the parents have to request that in the main office.

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

We encourage parents to check student portal and to review student homework on a nightly basis. We call parents when attendance falls and when grades become a concern.

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

We have parents on the local school council, and we have an active PAC and PTO. These organizations provide time and space for parents to engage in decision making regarding the school.

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).

This upcoming school year we are going to participate in a program call Success Bound for our 6th-8th grade students. This program provides support and guidance for students to check their grades, create goals, and to have a growth mindset. The students also have access to student portal where they check their grades.

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.

Parent involvement will continue to grow with a focus on supporting students to be academically successful. Planned for next year will be more teacher-driven workshops as well as forums to support parent-teacher communication. Topics of workshops will include homework support, early literacy, upper grade homework support, software enrichment, math support, PARCC testing, preparing students for the rigors of the CCSS, educational opportunities in the students' home environment (i.e. kitchen science, social studies excursions, etc.).

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s) Description

Allocation

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

\$	Amount	.00
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53405 **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.

\$	457	.00
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53205 **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	400	.00
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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)

\$	200	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	Amount	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	Amount	.00
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<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.

\$	300	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.

\$	200	.00
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