Blair Early Childhood Center / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Julie Kujawa	Assistant Principal	jjkujawa@cps.edu	Has access
Emma Vis	Special Education Teacher	ejvis@cps.edu	Has access
Kelly Connolly	Special Education Teacher	kmconnolly4@cps.edu	Has access
Nancy Javior	Bilingual Special Education Teacher	njavior@cps.edu	Has access
Dana Walery	Special Education Teacher	dmwalery@cps.edu	Has access
Mary Kay O'Loughlin	Special Education Teacher	mkoloughlin@cps.edu	Has access
Elyse Lyons	Special Education Teacher	emlyons@cps.edu	Has access
J Cunningham	General Education Teacher	jjcunningham3@cps.edu	Has access
Margaret O'Malley	Counselor	mmomalley@cps.edu	Has access
Mary Eileen Murtaugh	Special Education Teacher	mmurtaugh@cps.edu	Has access
Therese Schuld	Art Teacher	tmschuld@cps.edu	Has access
Gabriela Ramirez	School Social Worker	gibarra@cps.edu	Has access
William Kelly	LSC Chairman	hbkelly@aol.com	Has access

| John Capparelli | LSC Community Member | coachcaps@yahoo.com | Has access |

| Bridget Kennedy | Special Education Teachert | bkennedy4@cps.edu | Has access |

Team meetings

Date	Participants	Topic
01/16/2018	ILT and CIWP Team Members	Discuss priorities of current CIWP and future goals
02/02/2018	CIWP Team	School Excellence Framework
02/26/2018	CIWP Team	Prioritize SEF
02/28/2018	Elizabeth Hendry & Therese Schuld	N10 CIWP Meeting
03/15/2018	LSC Members	LSC Members discuss CIWP and SEF
04/10/2018	CIWP Team	Finalize Strategies and Action Items
04/13/2018	CIWP Team	Review and Revise Plan
04/18/2018	CIWP Team	Review and Revise Plan
04/27/2018	CIWP Team	Review and Revise Plan
05/03/2018	LSC Members	Review and Approve CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

We at Blair Early Childhood Center are committed to setting instructional goals that encourage our students to maximize their abilities and ensure the "whole child" develops physically, cognitively, and medically. Our mission is to support the unique learning needs of all of our students to maximize independence and build a solid foundation on which to go out into the community/world and be productive members of society. We will achieve this by creating a positive learning climate and educational environment that promotes the "child first" theory by providing all necessary services, a rigorous Common Core and Early Learning Standards curriculum, data driven improvement, unlimited opportunities, guidance and support by all who are involved with the children, both in a professional capacity and through family and community involvement and partnerships. We strive to develop teacher leaders through professional development opportunities within the school and through outside vendors. Blair is also a host site for student teachers from universities in Illinois and for SECA's who will complete their residency programs to become teachers. Our teacher leaders are continually seeking opportunities to continue their education and enhance their techniques to improve student outcomes.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

Blair's ILT shares leadership to improve teaching and learning. Blair's Instructional Leadership Team is comprised of teachers from all grade levels including general education and special education, a bilingual teacher, and school counselor. Blair's leadership teams involve teachers in decisions about curriculum, assessment, instruction, and professional learning. Teachers are involved in examining data and making important decisions based on data that inform how they continuously improve curriculum and instruction at Blair School. The ILT ensures that everyone in the building is focused on the core business of the school—improving student-learning outcomes. Blair's ILT meets twice a month to identify high-quality instruction along with the professional learning necessary to support teachers' learning. In addition, the ILT collaborates with colleagues (non ILT members) to discuss the professional development needs of individual and groups of teachers. The ILT plans professional development and school improvement based upon observation and analysis of teaching and learning for the upcoming school year. Throughout the year, the staff engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making. The benefits of professional learning to the Blair teachers include reduced isolation of teachers, better-informed and committed teachers, and academic gains for all of our students. The ILT also discusses and finds ways to improve parent involvement and community engagement.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

Professional Learning:

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

Score

1   2   **3**   4

The administration and ILT team facilitates professional development through a distributed leadership model allowing for collaborative decision-making. Teachers participate in a survey to obtain feedback on the teaching and learning needs of staff and students. Under this model a detailed plan for improving instruction and student learning is developed and communicated to everyone at the school. The ILT leads and oversees the enactment of the plan by providing professional development and supporting teacher learning and implementation of concepts and skills learned. With the team, the administration monitors plan enactment; identifying and responding to professional development needs, obstacles and challenges to ensure progress. The administration meets with the Instructional Leadership Team to ensure that the school engages in a comprehensive visioning process that clearly articulates the commitment to using all resources and technologies to differentiate instruction. Teachers are provided with many opportunities to engage in professional learning. Throughout the year, the staff engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making. The teachers understand the principles and fundamentals of differentiated instruction as the ILT creates structures in the school that are flexible, learner-centered, supportive of the needs of teachers, and based on the best practices for differentiating instruction. Differentiation is a constant practice and has been enhanced by the use of SMART Board lessons and technology in our daily lessons. Teachers participated in professional development activities centered on the application of SMART Board technology to increase students' attending skills and improve questioning techniques during literacy-based lessons. Staff collected individual student data on attending skills during literacy using SMART Board technology. Teachers conducted a SMART Board Learning Snapshot where they observed their peers and engaged in discussion and reflection on how information obtained from the observation could be used by the observer and applied in their own classroom. Data from the Snapshot and individual student data was compiled by the ILT and shared with the Principal. The ILT put together a collection of best practices strategically employed to maximize students' learning and differentiate instruction as a resource for staff.

The focus of our Cycle of Continuous Improvement is constantly evolving and challenging us to improve the ways we use student data, involve stakeholders, and employ resources to improve academic rigor and student performance. SMART Board technology has proven to be an effective and motivating tool for driving student learning. We will continue to seek out professional development using the latest technologies to enhance instruction. As an ILT we are looking at ways to involve all stakeholders, teachers, parents, and paraprofessionals, in powerful professional development to drive student learning with an emphasis on literacy and math and to address the unique behavior needs of our students. We will design and distribute a staff and parent survey to obtain feedback on needs and interests.
Professional development will be provided for both teachers and paraprofessionals on Erikson's Early Math program, literacy, and behavior modification techniques to improve independent functioning and increase academic achievement. Professional development opportunities will be provided for parents on a variety of topics with an emphasis on math, literacy, and behavior to address their individual child's learning style and emergent needs. Teachers will develop a Learning Snapshot form(s) and participate in peer observations during math and literacy. Teachers will conduct observations both within our school and outside of our school environment to prepare students for a successful transition to their next grade level in the next setting or school environment to insure success. Teachers will continue to participate in quarterly professional learning to examine/interpret data, review research, and share expertise with colleagues.

Guide for Professional Learning

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

Evidence, Measures, and Standards

Aligned Resources:

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

Score

1   2   **3**   4

Blair's teachers are all highly qualified and all classrooms have ESL supports in place. Our staff has a very high retention rate and many teachers who retire from Blair return to be qualified, invaluable substitute teachers. Our paraprofessionals are also highly qualified. The administration is responsible for the hiring of staff. Blair's "teams" collaborate well. In order to determine staff allocations, the administration reviews the IEP's and designs schedules with specific time frames that work around the students related therapy schedules. Maximizing instructional time is the main focus when scheduling provided there is a balance between adult and child-directed activities. Our students predominantly have IEP's and they receive individualized attention based on their goals, accommodations and modifications as designed by their team of service providers which includes their parent/s.

Supplies, materials, software, and tools purchased are appropriate for the students and support the educational program. Grade levels meet to look at resources that may be valuable to their instruction.

Blair's staff is in constant contact with outside agencies, hospitals, specialized equipment companies and home visits throughout the Chicagoland area. There is consistent follow through to ensure that the parents are connected with all appropriate agencies. The school Social Worker works diligently with community organizations to find resources for our parents. She also has made a strong partnership with the Chicago Park Districts with their special recreation programs. Our newest partnership was established this school year with the Special Olympics Young Athlete Program. Home visits are completed when deemed necessary. The physical therapists work with the wheelchair vendors to have a wheelchair clinic at school and companies who design braces for the students. Our nurses assist the parents with specialized medical needs and equipment needs. This year we started a partnership with Resurrection University. The student nurses from RU are completing a school nursing rotation and learning from our students' medical and health needs.

Guide for Aligned Resources

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

- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework:	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
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	

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

Score

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

1   2   **3**   4

The three and four-year-old programs at Blair implement a prekindergarten curriculum to build pre-academic skills in all of the children. These skills include learning colors, numbers, letters, counting, patterning, and shapes. The curriculum also includes learning how to participate in small and large group learning experiences, fine motor skills (beginning writing, cutting, etc.), sharing, and other skills to help prepare children for school. The activities are hands-on and play oriented. Exploration time, pretend play, games, and interactive activities have been most beneficial in helping Blair's young children learn. These activities are the most motivating for the students and lead to the mastering skills. Blair's classrooms are positive environments to support the young children's learning to help them prepare for kindergarten.

Teachers design and integrate thematic and comprehensive units to meet the needs of the diverse learners. The teacher integrates all of the curricular areas under one theme. Teachers are teaching language arts through thematic units across the curriculum and integrating broad areas of knowledge, such as social studies, science, and math with the teaching of the four major language skills: reading, writing, listening, and speaking. The thematic units always cover multiple disciplines. The units greatly enhance the students' learning because they integrate different intelligences and topics into a single lesson, and mirrors how the young children, actually learn. A variety of formal and informal assessments are used to check for understanding.

Language arts and math have become a primary focus at Blair. Broad goals for the language arts curriculum focus on increasing the students' skills in listening, speaking, reading, and writing. Teachers do not separate the learning of one skill from the learning of another; however, at times teachers will focus more on one area of language arts than another. For both language arts and math, the students need different types of instruction and support. Teachers tailor instruction to build on the individual child's knowledge and ability. Teachers reinforce and practice math learning throughout the day and make math real. Teachers in all grades focus less on passive learning (such as listening to someone explain and demonstrate), and provide lots of hands-on activities. There is continuity during phonics instruction between kindergarten and first grade. A phonics-based early reading program Primary Phonics facilitates individualized instruction through flexible, skills-based workbooks and storybooks that correspond to students' ability levels. Students are able to work at their own pace and progress from simple to complex phonic elements to become successful future readers.

Students at Blair have standards-based IEPs with goals written aligned to the Common Core State Standards and the Illinois Learning Standards- the goal is for students to work toward doing grade-level work and to make progress if they get the right support and services. Even the severely disabled students, whose cognitive abilities may make it difficult for them to ever fully operate at grade level, will be exposed to grade-level content with a standards-based IEP. This way there is still a progression through the years toward grade-level performance. Aligning the students' special education program with learning expectations for all students helps ensure that students with disabilities benefit from school accountability and improvement activities just like other students. Lesson plans are aligned with Illinois Leaning Standards, My Teaching Strategies, and kindergarten and first grade Common Core state standards. The blended classrooms have created a culture for the students to become stewards of their own learning. Each student's IEP provides the plan for the students' development over the course of the next year. Appropriate accommodations and modifications are stated in the IEP based on individual needs and then each student receives differentiated instruction based on their IEP. The accommodations and modifications are also explicitly stated and included in the lesson plans for the diverse learners and ELs. Each and every student has a stimulating environment that enables him or her to develop physically, emotionally, socially and cognitively. Teachers integrate academic and social-emotional learning. Teachers use the Early Learning Standards, in the IEP and in instruction, to focus on social and emotional development to address the children's relationships with others- adults and other children- their sense of personal identity and self-confidence, and their ability to regulate emotions and behavior. An Essential Arts Grant supports all student advancement toward achievement of IEP goals and Illinois Early Learning and Development Standards.

Guide for Curriculum

- o
  - **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).
- o **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.
- o **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).
- o **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.
- o **Integrate academic and social emotional learning.**
- o **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.
- o
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

Instructional Materials:

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

Score

1   2   **3**   4

Instructional materials are used throughout the school to support student learning and increase student success. Each grade level team meets to discuss and plan curriculum maps or thematic units aligned to the Common Core State Standards and the Illinois Learning Standards. The teams then determine the appropriate learning materials and supplies that are required based on each of the student's learning needs. New instructional materials and educational trends are discussed at monthly grade level meetings.

All materials provided are developmentally appropriate and geared toward the individual needs of the students in each classroom. Each room is well equipped with manipulatives, books, software, and supplies. Blair has a catalogued resource library with a huge variety of books and software available to the teachers at any time. When developing units and lessons, teachers access the resource library for age-appropriate levels of texts so each student can access the content. The bilingual team shares appropriate materials for EL students in each grade level. The team collaborates with each grade level team to make sure new materials are purchased and available to reflect each grade level's upcoming lessons.

Over the past 5 years, Blair Early Childhood Center has worked diligently to keep abreast with current technology trends. SMART Boards, IPads with several educational apps, and age-appropriate learning software are utilized in every classroom. The data that has been collected over the past five years shows that the integration of technology has increased student engagement and learning. Teachers have been provided on-going professional development to educate them on new ways to incorporate technology, specifically SMART board technology and software. The use of the SMART Boards in each classroom has been so beneficial to the unique population of students. The SMART board provides the opportunity to create differentiated learning activities to students with visual, auditory, physical and mobility, as well as social and communication needs. SMART Boards support the teaching by offering students many ways to learn information, express ideas, and demonstrate understanding. The SMART Board also allows us to address different learning styles - visual, auditory and kinesthetic. This technology engages all types of students and facilitates differentiated instruction.

This year, the staff at Blair Early Childhood Center have been so fortunate to receive a professional development in-service on the website DonorsChoose.org. The information provided at that meeting inspired all of the teachers to reflect on current instructional materials and determine which classroom materials were lacking based on the individual needs of their students and classrooms. Over ten teachers have had classroom materials funded through the Donors Choose website. Some of these instructional materials include dramatic play items, alternative seating, light table, table-top manipulatives, and clothing for the students.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1   2   **3**   4

All instruction at Blair Early Childhood Center is aligned to the Common Core State Standards. Instruction for the 3 and 4-year-old preschool students is continually monitored, examined, and adjusted to prepare the students for the Common Core State Standards in Kindergarten and First Grade. Preschool teachers are very familiar with the Kindergarten Common Core State Standards and use them to prepare their young students for upcoming grades. Due to the diverse learning needs of the students at Blair Early Childhood Center, all instruction is differentiated and students receive accommodations and modifications as reflected in each Individual Education Plan (IEP). Even though many of the students' academic programs are significantly modified, teachers have a well-defined understanding of the Common Core State Standards and they use them to drive instruction. Individual Education Plans (IEPs) address students' educational needs and they sequence skills to be mastered. Teachers scaffold instruction on a daily basis to ensure students' success. Teachers regularly use data to drive instruction.

Teachers at Blair Early Childhood Center engage students in a rigorous, well-rounded instructional program that will prepare them for college, career, and life. This is being achieved by having a vision of a high quality education that provides strategies that move students forward to become critical thinkers, effective communicators and responsible citizens. Rigorous expectations for teacher planning provide rigorous expectations for students learning. Data sharing, assessments, and professional development are used to scaffold learning for the students, to create Common Core aligned curriculum, instruction, and assessment strategies.

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

Teachers meet monthly in grade level meetings to share data on benchmarks and IEP goals, teacher made assessments, teacher observations and attending goals. Different materials used in classroom instruction are discussed and shared to enhance lesson planning and contribute to the Professional Learning Community. Teachers also meet weekly with their team teacher to discuss instruction, behavior, and differentiation.

Teachers are provided with professional development and appropriate materials on how to design, incorporate, and put into practice common core instruction.

Assessments/checkpoints are given to measure student progress during the year which presents the scope and depth of Common Core learning. Assessment/checkpoint data determines what students have achieved and where students need extra support to achieve their goals. Teachers use a variety of tools to assess their students based on their grade and level of function, the assessments used at Blair Early Childhood Center are: Brigance Inventory of Early Development II, Carolina Curriculum for Preschoolers with Special Needs, SANDI, KIDS, My Teaching Strategies GOLD, ASQ, and ESI-R Screening. These assessments are used throughout the year, but are also used at the end of each school year to show students' growth in all areas of the curriculum. The information gained from the assessments are used to help align student tasks with Common Core Standards to engage the learners in a rigorous curriculum. The REACH performance assessment is given at the beginning and end of the year. It demonstrates individual student progress in Language Arts and Math. Student mastery is also assessed on their achievement of their IEP goals and benchmarks.

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

Guide for Rigorous Student Tasks

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

- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Teaching for Robust Understanding in Mathematics (TRU Math)
✓ Math Practices: What to Look For Observation Tool
✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓ Student Work Protocol (EQuIP)
✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

In order for the students to be college and career ready, we begin by providing experiences to gain academic and functional proficiencies needed in order to demonstrate independence, self-determination, collaboration, leadership, critical thinking, creativity, and responsibility. All staff members reinforce not only high academic expectations for the students, but build upon the students' self esteem and independence. The students at Blair learn important pre-requisite skills in all academic areas that will benefit their long-term goals and achievements. Embedded in all of the programs are high expectations for all students even though many will always be dependent on others and will face life long challenges. Each student is encouraged to develop leadership qualities and provided special opportunities to explore different rolls within the school community. Throughout the year, teachers describe different community helpers and how they help out. Students are being taught to be active, responsible, and conscientious members of the community. Teachers encourage children to be active citizens and help them understand that everyone plays an important role. Members of the community are invited to Blair to teach the children about what they do and how they serve the community. Firefighters, police officers, the local librarian, and a parent in the Marine Corps visit Blair to share their experiences and to answer questions about their profession. Students at Blair are exposed and engage in hands-on field trips that emphasize the range of future career paths. Some of the field trips include: Brookfield Zoo, Chicago Children's Museum, Planetarium, Aquarium, Chicago Public Library, farms, restaurants, local establishments like 7-Eleven and Subway, and a variety of plays/performances in the Chicagoland area. Community based skills are encouraged daily through programs like Gardening, ChiME (a Suzuki Orff Program), and the Fine Arts. Within these programs students learn to discover personal talents and skills that would be useful in the professional world. The first grade students participate in a horticultural program through The Chicago Botanic Garden. Students are actively engaged with gardening and other natural elements and learning cultivation and management to help them in the future. Many students participate in the Special Olympics Young Athletes Program. Children learn how to play with others and develop important skills for learning and future peer partnerships. Families are provided with information to involve their children in local, age-appropriate recreational activities that the Chicago community offers. When students age out of Blair, it is the duty to make sure they are ready to transition to their next school. Before this takes place, a transition meeting is held for families to gain further information. Representatives attend from the CPS schools where the aging-out students have been placed. At this meeting, each parent is given a packet with tips and important contact information they may need, within Chicago Public Schools. The principal, assistant principal, counselor and school social worker hosts the meeting and answers common questions parents usually have about their child transitioning to a new school. Additional support is given to the families who are applying to an Options of Knowledge program. Parents use this time to talk to one another and get the information they need from the school to ensure a successful transition. Teachers at Blair ensure that the transition is successful for each student by meeting their specific needs. My Teaching Strategies GOLD benchmarks are discussed during Parent/Teacher Conference day. An explanation is given as to the color bands and where their child falls within those bands. Parents can see deficiencies as well as where their child meets or exceeds expectation for their age group. The My Teaching Strategies GOLD report is provided in Spanish for those parents whose dominant language is Spanish. Some students benefit from summer learning experiences and Blair offers Extended School Year for the students that need this extra support. Though Blair Early Childhood Center has very little to do with the college application and entry process, we pride ourselves on teaching the students functional skills that they will use the rest of their life.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, 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	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
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

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ CPS College Persistence Toolkit
✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

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

All teachers develop lesson plans based on the Common Core State Standards. All teachers use appropriate texts and materials that support the Common Core State Standards. Each student's Individual Education Program (IEP) encompasses the goals the team sets for the child over the course of the next year, and includes the special supports and accommodations needed to achieve them. Individualized Education Programs address students' academic, social emotional, developmental functioning, communication, and behavioral needs and plan for the sequence of skills to be mastered. When writing the goals for a child's IEP, team members refer to data recorded on the student's progress and needs, goals then focus on the unique educational needs of the individual student. Instruction is driven by the learning needs of Blair students, and is differentiated based on those needs. Additionally, students will receive the accommodations outlined in their IEPs. Instruction for the 3 and 4 year olds is continually being examined and adjusted to prepare the students for the Common Core State Standards in Kindergarten and First Grade. Although the academic programs may be significantly modified, the teachers possess a clear understanding on how to provide rigorous instruction to meet the unique needs and challenges of all their students. Teachers scaffold instruction on a daily basis to ensure students' success. Teachers regularly use data to inform and guide instruction. New teachers are paired with mentors who provide guidance and support as teachers hone their instructional skills. Technology continues to be a focus of our school's Cycle of Continuous Improvement. Teachers regularly participate in technology training and strive to integrate the most relevant and current applications of technology across the curriculum. Through the use of technology, teachers have been able to expand differentiated instruction and improve attending skills resulting in increased student achievement, particularly in literacy and mathematics. Teachers provide multi-sensory prompting, as needed, to ensure students understand directions and instructions during math and literacy lessons. Teachers explain tasks to students, break them down into smaller steps when necessary, explain the task using developmentally appropriate words, gestures, signs, and visuals based on the student's level of understanding. Teachers use questioning and discussion techniques when appropriate during various literacy lessons. Students are provided with pictures/objects/manipulatives related to the content of the task. Students are provided with visual and tactile cues by teachers when asked questions, and are given extra response time if needed. The majority of our teachers have English Language Learner (ELL) endorsements. Teachers use research based strategies and bilingual materials on a daily basis to promote language development. In addition, classroom teachers and aides provide bilingual language support as needed throughout the school day. Scaffolding is used to provide the students structure and support. The students are introduced to new math and literacy concepts, utilizing information they already possess. When teachers use scaffolding, the students are able to learn new and age appropriate concepts and skills. As the child learns new information and masters it, less support is provided and students participate in activities independently. Teachers integrate multi-sensory materials in order to increase student engagement and understanding. Texts and materials are of high-interest and developmentally appropriate. Accommodations and modifications are provided to ensure that students have access to text. Some teachers use visual schedules and timers. Teachers also use flexible grouping of students during small group lessons. Informal assessment is used in instruction, and teachers monitor student learning by checking for understanding during lessons. Formative assessment includes data collection recorded per the mastery criteria of the IEP goal/benchmark. Teachers demonstrate flexibility and responsiveness, and are able to shift lessons when necessary. Teachers provide a classroom environment that is responsive to the sensory needs of students. Teachers have created projects to develop partnerships with the community via residencies and grants. Many teachers have obtained grants through Donor's Choose to enhance their math and literacy curriculums. Many have already been fully funded. Additionally, teachers seek out and attend outside professional development opportunities related to literacy and math.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.

- Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
  - **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ CPS Framework for Teaching with Critical Attributes
- ✓ CPS Framework for Teaching Professional Learning Modules
- ✓ CPS Framework for Teaching Professional Learning Opportunities
- ✓ Special Education Addendum
- ✓ English Language Learner Addendum

CPS SCHOOL EXCELLENCE FRAMEWORK   18

Balanced Assessment & Grading:

Score

1　2　**3**　4

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.

> A variety of assessments are used at Blair to determine student progress across all subject areas and discover areas of need. A district wide assessment, REACH, is given to all students at the beginning of the year (BOY) and at the end of the year (EOY) to demonstrate student progress in the areas of Language Arts and Math. Most Pre-Kindergarten students are assessed using The Brigance Inventory of Early Development II or the Carolina Curriculum, which are criterion-referenced assessments, at least once a year. Pre-Kindergarten students enrolled in Blair's Chicago Early Learning Program are assessed 3 times a year using Teaching Strategies GOLD. Families receive a report card twice a year. Students in this program are also screened within weeks of enrollment using the ESI/R and ASQ-SE which can help identify students who need more support. Students with a moderate cognitive disability who are in Kindergarten and First Grade are assessed using the SANDI. The SANDI is given at the beginning of the year (BOY) and the end of the year (EOY) to demonstrate student progress. Students who are enrolled in the bilingual program at Blair school are identified as an English Language Learner (ELL). Within 30 days after enrollment, ELLs that are 3-4 years old are assessed using the Pre-IPT and 5-6 year olds are assessed on the Model K. ELLs that are in Kindergarten or First Grade are also given the ACCESS K and 1. In addition to the standardized and district assessments, teachers at Blair implement teacher-created assessments to measure curriculum progress on a weekly basis in their classrooms. These assessments are individualized to each student and include anecdotal records, running records, and portfolios that highlight student work. Students who receive special education services at Blair have an IEP. Teachers take weekly data on goals and benchmarks which is documented quarterly with an IEP report card. Overall, Blair focuses on the individual needs and ability levels of every student. Students receive necessary, individual accommodations and modifications so they can demonstrate their knowledge and skills to the best of their ability.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and**

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

Evidence, Measures, and Standards

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

> Most students at Blair are placed by ODLSS based on their Individualized Education Plans. Most of the students are in an instructional special education classroom. When a child enrolls at Blair, an intake meeting is held with the parent and all of the service providers that will be involved with the student to review the Individual Educational Program (IEP). All students are formally assessed within 6 weeks of entering the school and reassessed near the end of the school year. Teachers keep data on each student documenting skill acquisition per IEP. Some students have behavior plans that are developed and monitored by the school team members and the parents. Students are placed in classrooms based on age and needs, and when students' needs change they are moved or included in other classrooms. These decisions are based on data and team input. English Language Learning students (ELL) are provided instructional support through teachers endorsed in ESL, bilingual aides, and various modifications and accommodations to the curriculum. Students enrolled in Chicago Early Learning Program are screened within weeks of enrollment on the ESI/R and ASQ-SE. Depending on their performance students may be re-screened or referred for further evaluation. The team will develop accommodations and modifications that will be implemented for five weeks. If the accommodations and modifications are not helpful then the student is refer for a full evaluation. After evaluation is completed the team meets to discuss results of evaluations and determine student's needs.

Guide for Multi-Tiered System of Supports

- ○ **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

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

Evidence, Measures, and Standards

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

Culture for Learning:

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

Score

1   2   **3**   4

All staff members reinforce not only high academic expectations for the students, but we strive to build upon the students' self esteem and independence. Embedded in all of the programs are high expectations for all students no matter what level they are at. An Individualized Education Plan (IEP) and rigorous learning goals are developed for each student by teams of teachers, therapists, school psychologist,
and other relevant staff members. Student tasks are broken down and the learning objective is made clear to the students. Multi-sensory instructional supports and strategies, modifications to the learning environment and differentiation of instruction are used to engage students, encourage completion of tasks and meet the goals that were developed for them. Teachers provide feedback and praise on their efforts toward reaching the goal. Student performance and work across all domains of the curriculum is displayed and recognized on a school wide basis in classrooms, hallways, bulletin boards, annual award ceremonies, community events, and celebrations. Students routinely receive positive reinforcement in the form of verbal praise, stickers, and other tangible rewards for a job well done. Visual schedules, contracts, sticker charts, and other behavior support strategies are utilized on an ongoing basis to monitor and support student's academic behaviors. Staff members meet weekly to plan ways of promoting investigation of concepts and materials across grade levels. We encourage students to develop leadership qualities, take pride in their work, self-assess and reflect on their progress.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

1   2   **3**   4

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.

The environment at Blair Early Childhood Center is warm, genuine and respectful. Trust is fundamental to building personal relationships and a vibrant community and this is something that the Blair staff works to achieve on a daily basis. All staff members support and encourage whole student development by communicating with therapists, families, the school social worker and administration. All students are highly respected and staff interact with students in appropriate ways based on their age and developmental level. Staff members have knowledge of how to support specific students in their therapy goals and have knowledge of specific equipment needed to access their curriculum. The school psychologist has provided training and information on how to use respectful and appropriate behavior modification techniques to shape student behavior. Adults use positive reinforcement and positive behavior strategies that are respectful and consistent.

All staff members work with children based on their developmental level but providing scaffolding to promote self esteem and independence. Staff teach students to treat one another with kindness and civility. Other opinions are listened to and respected in the classroom and every voice in the classroom is heard and listened to. At Blair, we have some students that are non-verbal or emerging in speech language and staff find and create ways of allowing these students to communicate and have their voices heard.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1   2   **3**   4

Blair students have access to a wide range of enrichment activities throughout the school year. Students participate in the Suzuki Music Program, Urban Gateways Dance Program, Social Work groups, Gardening, Art, and Adapted Physical Education. Students participate in variety of fine arts disciplines (music, dance, theater) during in school performances with professional artists. Each of these activities is evaluated yearly based on student interest and involvement. Many of the students come from families that do not have the socioeconomic means to provide exposure to different community activities. Therefore, Blair provides exposure to these experiences at school by providing special activities such as monthly performances, field trips, Field Day, Halloween Parade, Thanksgiving Feast, holiday celebrations with different groups and organizations, Multicultural Fair, Special Olympics, and Kindergarten Graduation. These school activities are adapted to meet the needs of each of our students. Due to our student's age and developmental levels, they do not necessarily have a voice in planning the activities. However, teachers create activities based on inspiration from the students or based on the student's needs and interest. Blair School accepts students from all over the city and the majority of the students are transported by bus. Therefore, due to age, special needs, and transportation needs, after school extracurricular activities are not provided for our students. Grade level teams collaborate to align and embed civic skills and content into the curriculum. Children are taught critical skills such as showing curiosity in the world around them, showing simple symbolic play, making eye contact, proper ways to greet people, making choices, taking turns, sharing, and following rules. Students make positive contributions to the school and community in many ways such as making cards for the fire department, creating and selling Christmas cards to school and community members, and fundraising to help a cause, for example, the "Get Behind the Vest" campaign for the Chicago Police Department. Students learn to understand some concepts related to citizenship and develop an awareness of their uniqueness both individually and as part of a family. Teachers engage students in conversations about equality, fairness and sharing when a conflict needs to be resolved. They provide students with the opportunity to demonstrate preferences and choices when the group votes to make simple decisions. Each classroom provides leadership roles and responsibilities for the students in the classroom (e.g., line leader, reciting the Pledge of Allegiance, and taking attendance to the office). At Blair, each teacher works diligently to make each student's voice heard but we need to continue to find ways to include the students in programming and decision-making.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Safety & Order:

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

Score

1   2   **3**   4

Blair Early Childhood Center is a warm and welcoming environment. Everyone that enters the building is greeted with a hello and a smile. Upon arrival, visitors are required to check in at the office. Due to the unique needs of the students at Blair, staff know that safety is a concern for everyone. The doors are locked throughout the school day and only designated individuals in the building are allowed to open the doors. During the school year, we practice several safety drills. We practice fire drills 3 times a year and severe weather, bus and lockdown drills are practiced once a year. At Blair Early Childhood Center, the Principal is the primary person in-charge at all times. There is a well-developed Emergency Plan in place along with an Emergency Team. Each person on the team is aware of what they are responsible for if an emergency were to occur. Blair School has Safety Procedures in place and each parent signs that they have received a copy of the procedures. Parents know they are responsible for signing their children in and out each day. They are also aware they must check into the office if they have any questions/concerns with staff. Each staff member that services the students at Blair has an open line of communication. Each student at Blair has an daily communication book that remains in their bookbag. Parents can reach staff members via email, telephone or through the daily communication book. Communication is also achieved through a monthly calendar, bi-monthly parent workshops, bi-yearly parent/teacher conferences and annual IEP meetings. Bilingual staff members are available to interpret parent phone calls and notes and written communications are provided in both English and Spanish. Parent workshops with our school social worker, provide information and training to promote parenting skills, medical information, resources, training, resources to support families with special needs children, and hands-on training to support student learning in the home. To maintain order at the beginning and end of the school day, staff are assigned duties. Paraprofessionals use hand held assistance for each student that arrives off the bus and adults not assigned to a classroom walk each student to their classroom. There is a check in system when students arrive off the bus and leave each day. If the students are dropped off the parents know the routine of dropping their child off in the designated areas where staff are present. The students remain there until the school day begins. The Preschool students without disabilities are assigned a designated area and wait with their parents/guardian until the teacher receives them. At the end of the day, the parents are asked to wait in the Multi-Purpose room to keep the hallways clear during the transfer of students.

The staff is trained in behavioral interventions and the use of data to address challenging behaviors. The staff is certified in safety care (de-escalation). This is a certification program offered by CPS for all Low-Incidence staff members. The training teaches staff appropriate ways to address situations in which behaviors may be escalating.

Good attendance provides structure and order for our students. Teachers work with parents to encourage daily attendance, homework completion, appropriate sleep, overall preparedness and ownership of learning to the best of their ability. Due to chronic illness, surgeries, therapies, and other health issues, daily attendance continues to be an area of concern.

Guide for Safety & Order

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

The school staff at Blair Early Childhood Center, including all teachers, therapists, education support personnell and ancillary staff have been trained on behavior intervention strategies and regularly use specific practices that support on-task positive behavior and enable students to regulate their behavior. Due to the young age and special needs of our students, the continuum of responses to effectively change student behavior does not include detentions or ISS. The staff focus on shaping behavior as opposed to punishing behavior. We incorporate a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth that explicitly relies on visual supports, positive reinforcement, redirection, and opportunities for sensory reorganization and breaks. Staff are respectful and calm when responding to behaviors and staff have knowledge when there is a plan for assisting individual students. Our school psychologist works with teams of teachers and ancillary staff to design, monitor and implement student behavior plans. In addition, she works with students individually to conduct functional analyses of behaviors and identify appropriate replacement behaviors. Our school social worker conducts lessons on a weekly basis with students, individually or in small groups, to develop Social Emotional Skills (SES). She also implements a Tier 1 intervention program called Second Step with the Ready to Learn pre-school students. Within the classroom, the teachers reinforce what the social worker is doing and uses similar language, visuals and songs to teach students important social and emotional skills needed to get along with peers and make positive choices.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers

or staff.

Evidence, Measures, and Standards

Parent and Family Partnership:

Score

1   2   **3**   4

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

Blair Early Childhood Center values our parent and family partnerships and works hard to create a sense of shared responsibility for the academic, physical and social emotional development of all our students. Throughout the year, parents are welcomed into our school building and community through a variety of activities. Each year, the preschool staff holds an orientation for all new incoming preschoolers and their families to introduce them to our school, our procedures and the necessary paperwork. Parents are invited to school-wide celebrations and events. Some examples of this are the holiday performance, holiday potluck, graduation, and end of the year Field Day events. Parent meetings are held twice a month on a variety of topics such as home activities to support a child's development, positive parenting skills, and stress management. Community partners are brought in to present valuable resources and information to parents that support their child's development. Previous presenters have included Tuesday's Child, Chicago Park District Special Recreation, Community Service Options, Little Friends Center for Autism, UIC's Division of Specialized Care for Children, and Lekotek. Topics for meetings are published in advance and included in the monthly calendar. Information on community events and resources is also shared with parents via flyers that are sent home. There is a yearly field trip planned for families to the Chicago Children's Museum at Navy Pier for an Adaptive Sports event. Parents are also welcomed into the classroom for yearly observations, to volunteer as guest readers, to assist teachers in the classroom during independent learning and to join in on special occasion days like mother/child day. There is a yearly field trip planned for families to the Chicago Children's Museum at Navy Pier for an Adaptive Sports event.

Parent relationships are embraced and cultivated through communication in a variety of ways. Each child's family who has an Individualized Education Plan is invited to an "intake meeting" to meet all teachers and therapists that will be working with their child. Annual IEP meetings are held to report on the growth, strengths and needs of our diverse learners. Report card pickup allows parents to formally meet with their child's teacher to discuss progress biyearly. Daily and weekly communication occurs via email, communication books, phone calls, newsletters, and in-person at arrival and dismissal. A school website has monthly updates, the calendar and pictures of the latest happenings. Bilingual staff members are available to interpret parent phone calls and notes and written communications are provided in both English and Spanish. Families have opportunities to participate on parent councils such as the Bilingual Advisory Council.

The school is always looking to involve parents to better improve the quality of the school and the learning environment. Families can voice concerns and share their feedback though an annual survey provided by Chicago Public Schools. Informal suggestions and comments are also contributed at parent workshops, the yearly observation, and other meetings. Parents complete a needs assessment at the initial parent meeting. With this feedback, our school makes necessary changes to address and respond to parent concerns. This two-way feedback loop process allows families to feel a close connection with our school.

Guide for Parent and Family Partnership

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

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of 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 depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘

3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	**4**	5	⊘

3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊘

3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘

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

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

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

Goals

Required metrics (Elementary)   2 of 18 complete

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

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

Hispanic Growth Percentile - Math

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

English Learner Growth Percentile - Math

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

Diverse Learner Growth Percentile - Math

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

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

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

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

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

National School Attainment Percentile - Reading (Grade 2)

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

National School Attainment Percentile - Math (Grade 2)

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

% of Students Making Sufficient Annual Progress on ACCESS

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

Average Daily Attendance Rate

The average daily attendance rate depends on the medical needs and therapeutic needs of our students. We have several students who have extensive medical histories and are followed by specific medical specialists. Our students also attend appointments for outside clinical therapies bracing and wheel chair clinics.	86.70	87.60	84.00	86.00	88.00

My Voice, My School 5 Essentials Survey

Our staff and parents recently participated in My Voice, My School 5 Essentials Survey and we are awaiting the results. We have good communication with our parents and we are planning additional activities and events to enhance their experience with their child in the Blair Community. We provided the parents with a needs survey at 3Q Report Card Pick Up and always appreciate their feedback and act on as many suggestions as possible that would promote positive change at Blair.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Deepen the understanding in early childhood math by providing a series of coherent and developmentally appropriate concepts that can be incorporated into the curriculum	enhanced teacher knowledge and improved math instruction	student growth and a foundation for lifelong learning and thinking.

Tags:
Diverse Learners, Professional Learning, Curriculum, Data, Early childhood, Early math, Academic acheivement

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

Action step	Responsible	Timeframe	Status
Professional development for both teachers and paraprofessionals focusing on Erikson's Early Math program.	Teachers Paraprofessionals	Feb 2, 2018 to Jun 5, 2020	On-Track

Diverse Learners, Professional Learning, Professional development, Early childhood, Early math

Action step	Responsible	Timeframe	Status
Purchase materials necessary to implement math program in preschool and kindergarten.	Teachers Administration	Aug 24, 2018 to Jan 25, 2019	Not started

Diverse Learners, Instructional material, Early math

Action step	Responsible	Timeframe	Status
Collaborate with grade level to develop data collection sheets to measure skill level and progress during math instruction.	ILT Teachers	Sep 4, 2018 to Jun 12, 2020	Not started

Diverse Learners, Professional Learning, Data

Action step	Responsible	Timeframe	Status
Teachers to assess students to obtain baseline data.	Teachers	Sep 4, 2018 to Nov 1, 2018	Not started

Assessment, Data, Early math

Action step	Responsible	Timeframe	Status
Teachers will create Learning Snapshot form to be used for peer observation during math instruction.	ILT Teachers	Jan 25, 2019 to Apr 5, 2019	Not started

Professional Learning, Peer observation

Action step	Responsible	Timeframe	Status
Teachers will observe peers during math instruction. Teachers will discuss and reflect how information from the observation will be used. Teachers will apply new information in their own classroom.	Teachers	Jan 25, 2019 to Apr 5, 2019	Not started

Professional Learning, Reflection, Peer observation

Action step	Responsible	Timeframe	Status
Teachers will participate in quarterly professional learning to examine/interpret data, review research, and share expertise with colleagues.	Teachers ILT	Jan 25, 2019 to Apr 5, 2019	Not started

Professional Learning, Data analysis, Goal setting, Early math

Strategy 2

If we do...	...then we see...	...which leads to...
Continue to provide effective and beneficial workshops, offer more ways to involve families in the classroom, and celebrate individual and cultural achievements.	An increased involvement of families in the education of their children in school and at home.	A sense of shared responsibility for the academic, physical and social emotional development of our students.

Tags:
SEL, Family and Community Engagement, Meetings, Families

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
ILT will create a parent survey to identify parent interest and concerns.	ILT Members and Administration	Apr 18, 2018 to May 4, 2018	On-Track

Climate and Culture, Commication, Parent surveys

Action step	Responsible	Timeframe	Status
School staff and administration will streamline effective communication through the use of technology.	Administration and staff	Apr 30, 2018 to Aug 24, 2018	On-Track

Communication, Parent contact, Parent communication, Home to school, Families

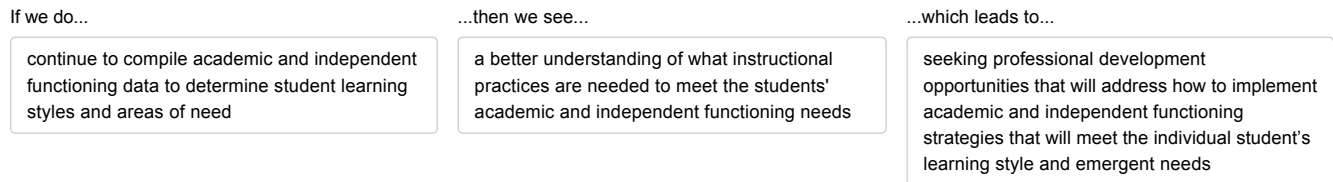| Action step	Responsible	Timeframe	Status
Teachers will decide ways in which to include families in the classroom setting and then communicate this with families.	Teachers, staff & administration	Jan 8, 2018 to Jun 21, 2019	On-Track

Parent engagement, Parent involvement

Action step	Responsible	Timeframe	Status
The school social worker will continue providing workshops for families and create new ones as needed and based on parent survey feedback.	School social worker	Apr 30, 2018 to Jun 26, 2020	On-Track

Parental involvement, Home connection, Parent workshops

Strategy 3

If we do...	...then we see...	...which leads to...
continue to compile academic and independent functioning data to determine student learning styles and areas of need	a better understanding of what instructional practices are needed to meet the students' academic and independent functioning needs	seeking professional development opportunities that will address how to implement academic and independent functioning strategies that will meet the individual student's learning style and emergent needs

Tags:
Literacy/Reading, Curriculum, Professional development, Instruction strategy, Math instruction

Area(s) of focus:
3, 4

Action step	Responsible	Timeframe	Status
providing professional development opportunities from outside sources	Administration, staff and related service providers	Apr 30, 2018 to Jun 26, 2020	On-Track

Professional development, Academic expectations, Collaborative planning

Action step	Responsible	Timeframe	Status
collaborate in grade level meetings by sharing instructional strategies, behavior management, and data collection methods	Teachers, SECA's and related service providers	Jun 4, 2018 to Jun 26, 2020	On-Track

Teacher collaboration, Academic mtss, Analysis of data, Academic behaviors

Action step	Responsible	Timeframe	Status
peer observations within our school environment to prepare students for a successful transition to their next grade level	Teachers, ILT	Apr 23, 2018 to Jun 26, 2020	On-Track

Teacher feedback, Teacher collaboration, Transition support

Action step	Responsible	Timeframe	Status
observations outside our school environment to prepare student for a successful transition to their next grade level in their new setting	Teachers, administration,	Jun 4, 2018 to Jun 26, 2020	On-Track

Collaborative feedback, Collaborative planning, Transition support

Strategy 4

If we do...	...then we see...	...which leads to...
Collect data to determine the obstacles that prevent consistent student attendance and provide strategies to parents	a culture of attendance that educates parents about the value of learning.	an increase to student attendance and an increase in learning

Tags:
Data analysis, Parent partnerships, Attendance rate, Staff lead culture-building activities with students, parents and families

Area(s) of focus:
1, 4

Action step	Responsible	Timeframe	Status
Offer orientation for parents that emphasizes positive attendance patterns.	Administration, teachers, nurse	Aug 30, 2018 to Sep 28, 2018	On-Track

Parent partnerships, Attendance plan parent conference

Provide recognition for consistently improved attendance.	Administration and staff	Nov 14, 2018 to Apr 10, 2019	Not started

Student attendance, Attendance incentives

Reach out to homebound teachers and coordinators to provide home/hospital services for our medically fragile students	Counselor, nurse, administrators, teachers	Aug 27, 2018 to Jun 26, 2020	On-Track

Diverse Learners, School and home, Health services

Personally invite parents to participate in classroom activities and engage in student learning.	Administration, staff	Aug 27, 2018 to Aug 24, 2020	On-Track

Parent involvement, Student academic support

Action Plan

Strategy 1

ON-TRACK   Professional development for both teachers and paraprofessionals focusing on Erikson's Early Math program."

Feb 02, 2018 to Jun 05, 2020 - Teachers Paraprofessionals

Status history

Aug 16

ON-TRACK   Aug 16, 2018
Evidence
Professional development and coaching

NOT STARTED   Purchase materials necessary to implement math program in preschool and kindergarten."

Aug 24, 2018 to Jan 25, 2019 - Teachers Administration

Status history

Aug 16

NOT STARTED   Aug 16, 2018
Evidence
Purchase materials after additional professional development and coaching

NOT STARTED   Collaborate with grade level to develop data collection sheets to measure skill level and progress during math instruction."

Sep 04, 2018 to Jun 12, 2020 - ILT Teachers

Status history

Aug 16

NOT STARTED   Aug 16, 2018
Evidence
Data collection sheets, IEP benchmark data, teacher checklists and rubrics

NOT STARTED   Teachers to assess students to obtain baseline data."

Sep 04, 2018 to Nov 01, 2018 - Teachers

Status history

Aug 16

NOT STARTED   Aug 16, 2018
Evidence
Data collection sheets, IEP benchmark data, teacher checklists and rubrics

NOT STARTED   Teachers will create Learning Snapshot form to be used for peer observation during math instruction."

Jan 25, 2019 to Apr 05, 2019 - ILT Teachers

Status history

Aug 16

NOT STARTED   Aug 16, 2018
Evidence
Learning snapshot form, schedule of peer observations

NOT STARTED
Teachers will observe peers during math instruction. Teachers will discuss and reflect how information from the observation will be used. Teachers will apply new information in their own classroom."

Jan 25, 2019 to Apr 05, 2019 - Teachers

Status history

Aug 16

NOT STARTED   Aug 16, 2018
Evidence
Learning snapshot form, schedule of peer observations, grade level meetings

NOT STARTED
Teachers will participate in quarterly professional learning to examine/interpret data, review research, and share expertise with colleagues."

Jan 25, 2019 to Apr 05, 2019 - Teachers ILT

Status history

Aug 16

NOT STARTED   Aug 16, 2018
Evidence

District wide professional development days, before and after school professional development

Strategy 2

ON-TRACK   ILT will create a parent survey to identify parent interest and concerns."

Apr 18, 2018 to May 04, 2018 - ILT Members and Administration

Status history

Aug 16

ON-TRACK   Aug 16, 2018
Evidence
Parent survey

ON-TRACK   School staff and administration will streamline effective communication through the use of technology."

Apr 30, 2018 to Aug 24, 2018 - Administration and staff

Status history

Aug 16

ON-TRACK   Aug 16, 2018
Evidence
Determine which electronic mode of communication is most effective for staff & families

ON-TRACK   Teachers will decide ways in which to include families in the classroom setting and then communicate this with families."

Jan 08, 2018 to Jun 21, 2019 - Teachers, staff & administration

Status history

Aug 16

ON-TRACK   Aug 16, 2018
Evidence
written communication/invitations

ON-TRACK

The school social worker will continue providing workshops for families and create new ones as needed and based on parent survey feedback."

Apr 30, 2018 to Jun 26, 2020 - School social worker

Status history

Aug 16

ON-TRACK   Aug 16, 2018
Evidence
Parent survey feedback, evaluations at end of parent meetings, agendas with guest speakers

Strategy 3

ON-TRACK   providing professional development opportunities from outside sources"

Apr 30, 2018 to Jun 26, 2020 - Administration, staff and related service providers

Status history

Aug 16

ON-TRACK — Aug 16, 2018
Evidence
Agendas, bios, feedback from schools with experience

ON-TRACK collaborate in grade level meetings by sharing instructional strategies, behavior management, and data collection methods"

Jun 04, 2018 to Jun 26, 2020 - Teachers, SECA's and related service providers

Status history

Aug 16

ON-TRACK — Aug 16, 2018
Evidence
instructional strategies, behavior plans, data sheets and positive strategies log

ON-TRACK peer observations within our school environment to prepare students for a successful transition to their next grade level"

Apr 23, 2018 to Jun 26, 2020 - Teachers, ILT

Status history

Aug 16

ON-TRACK — Aug 16, 2018
Evidence
peer observation forms, team notes and events

ON-TRACK observations outside our school environment to prepare student for a successful transition to their next grade level in their new setting"

Jun 04, 2018 to Jun 26, 2020 - Teachers, administration,

Status history

Aug 16

ON-TRACK — Aug 16, 2018
Evidence
observation feedback forms

Strategy 4

ON-TRACK Offer orientation for parents that emphasizes positive attendance patterns."

Aug 30, 2018 to Sep 28, 2018 - Administration, teachers, nurse

Status history

Aug 16

ON-TRACK — Aug 16, 2018
Evidence
agenda, parent tips and strategies

NOT STARTED Provide recognition for consistently improved attendance."

Nov 14, 2018 to Apr 10, 2019 - Administration and staff

Status history

NOT STARTED Aug 16, 2018
Evidence
celebratory events and rallies

ON-TRACK Reach out to homebound teachers and coordinators to provide home/hospital services for our medically fragile students"

Aug 27, 2018 to Jun 26, 2020 - Counselor, nurse, administrators, teachers

Status history

Aug 16

ON-TRACK Aug 16, 2018
Evidence
IHHIP documentation and plans, collaboration logs with hospital staff

ON-TRACK Personally invite parents to participate in classroom activities and engage in student learning."

Aug 27, 2018 to Aug 24, 2020 - Administration, staff

Status history

Aug 16

ON-TRACK Aug 16, 2018
Evidence
invitations, agendas and trainings

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental

involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

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

The school will hold an annual meeting at a time convenient to parents 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

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

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.

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

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

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

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

> This is done through a letter that is sent home with the children. CPS provides the letter.

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.

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

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents 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.

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

Schools will educate all staff in the value and utility of contributions by parents and 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.

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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.

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

Schools will ensure that information related to the school and parent 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.

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

Policy Implementation Activities

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

☑

In the CIWP, the school identifies current parental 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.)

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

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

There are two scheduled report card pickups; November 14, 2018 and April 10, 2019. The parents meet with the teachers and therapists to discuss their child's progress. Most of the children at Blair have an IEP, the parents also attend an annual review meeting (IEP) where they meet with the teachers and therapists to discuss the child's progress for the past year and together with the parents develop a new IEP.

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

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

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

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

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

The parents are welcome to volunteer for various activities throughout the school year such as Field Day, Holiday events, Special Olympics Young Athletes, workshop leaders, and guest speakers. At the beginning of the school year parents observe their child in the classroom for up to thirty minutes. All parents are invited to observe their child and participate in the educational process in lieu of an open house. Classroom teachers are beginning to plan more activities to give the parents more opportunities to visit in the classroom for a structured activity whether it be as a guest reader, helper during an art activity, or attend a show-and-tell.

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

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

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

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

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

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

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents 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.

August 30-31 2018- Pre-School Parent Orientation
Every Thursday 2018-2019 Guest Readers- Parents and Family Members sign up per teacher
Every third Wednesday of the month parent meetings in English and Spanish
September 12, 2018 Meet and Greet the Parents
September 24, 2018 NCLB/State of the School Meeting
October 15, 2018 Parent Meeting to prepare for Observations
October 31, 2018 Halloween Parade
November 14, 2018 Report Card Pick Up/Parent Teacher Conferences
November 16, 2018 Thanksgiving Feast
December 10, 2018 Parent Pot Luck

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

Account(s)	Description	Allocation		

51130, 52130 — **Teacher Presenter/ESP Extended Day**
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.
$ 0 .00

53405 — **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.
$ 251 .00

53205 — **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.
$ 50 .00

54125 — **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)
$ 0 .00

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

<p>54205</p> Travel
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.
$ 0 .00

<p>54565</p> Reimbursements
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.
$ 0 .00

<p>53510</p> Postage
Must be used for parent and family engagement programs only.
$ 0 .00

53306 — **Software**
Must be educational and for parent use only.
$ 0 .00

| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 0 | .00 |