



Clara Barton Elementary School / Plan summary

2018-2020 plan summary

Team

| Name | Role | Email | Access |
|------------------|-----------------------|---------------------|------------|
| Augusta Smith | Principal | ambryant1@cps.edu | Has access |
| Louis Davis | Case Manager | lcdavis2@cps.edu | Has access |
| Kiwanna Phillips | Primary Teacher | kmphillips1@cps.edu | Has access |
| Denise Frasure | Middle School Teacher | dfrasure1@cps.edu | Has access |
| Maureen Belanski | Intermediate Teacher | mbelanski@cps.edu | Has access |
| Mary Hatzell | School Clerk | mhrohrbach@cps.edu | Has access |
| Sheila Garrett | LSC Chair | sgarrett09@att.net | Has access |

Team meetings

| Date | Participants | Topic |
|------------|--------------|-------------|
| 04/10/2018 | All | Step 1: SEF |

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**

Staff collaborated to create both the school mission and vision. Over the past four years, the teachers and staff have worked together to realize the mission and make sure that it is reflected in day to day activities and school management. Teachers and staff have worked together to develop a Barton brand that is visible throughout the building and represented in our online presence. Our parent organizations also support and represent our brand and school expectations through frequent parent engagement activities and by volunteering to support school initiatives and goals through volunteering and spearheading fundraisers. All students participate in a daily creed which serves as a daily affirmation and recognition of our shared values. Teachers and staff use shared language from the creed to motivate students on a daily basis. Teacher collaboration has been an area of focus. Teacher leaders are identified to lead teacher cohorts through a self directed cycle of inquiry of professional learning community. Each PLC is focused on teacher practice and student achievement. Goals are identified by the teachers at the start of the school year and teachers meet during principal directed meeting times, bi-weekly. Teacher leaders assist with school-wide management, progress monitoring and coaching of teachers in their cohorts. This group of teachers also comprise the Instructional Leadership Team. Leadership and collective responsibility is valued at Barton with more than 60% of teachers serving in some leadership capacity - this includes office staff. There is also a focus and emphasis on organizational capacity which ensures that our building and instruction can be managed at high levels with minimal administrative supervision. Each year, we begin our year with a clear focus and with clear goals. Our goals are communicated through a school-wide professional development scope and sequence which is informed by prior year achievements and challenges. Although the district/Network may develop their priorities later, we are committed to our school's priorities as they are specific to our context and our data. Teachers feel free to express concerns when priorities do not align and provide suggestions and next steps for re-alignment without administrative prompting. During Principal directed meetings, teachers participate in data dives. Examined are several points of data which include students' NWEA scores, Compass Learning reports, and teacher and benchmark assessments. Teachers also participate in bi-weekly DDI cycle meetings, setting instructional goals every 5 weeks. Our MTSS team meets bi-weekly, analyzing tier 2 and tier 3 student academic and social emotional data providing feedback and in response to teachers' request for support.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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ILT members attend professional development throughout the school year and facilitate professional development to share information learned at various district training. Each ILT member leads a team (primary, intermediate, middle school, culture and climate team, special education team and general administrative duties). Their duties include setting goals and action steps for teacher directed professional learning communities, facilitating PLCs, progress monitoring student achievement, leading the team in daily operational and managerial areas as well as advocating for their teams. This ensures that ILT members are actual leaders and have ongoing opportunities to show leadership throughout the school day/year. The ILT is trained to seek root cause and select the most strategic path to solving school-wide and teacher cohort problems of practice through strategic use of the problem solving process and ICEL RIOT matrix . They are well trained in data analysis and are learning to understand the complexity of analyzing data from rigorous benchmark student assessments and classwork.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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Teacher collaboration has been an area of focus. Teacher leaders are identified to lead teacher cohorts through a self directed cycle of inquiry of professional learning community. Each PLC is focused on teacher practice and student achievement. Goals are identified by the teachers at the start of the school year and teachers meet during principal directed meeting times, bi-weekly. Teacher leaders assist with school-wide management, progress monitoring and coaching of teachers in their cohorts. This group of teachers also comprise the Instructional Leadership Team. In addition to teacher directed PLCs, the principal facilitates professional learning bi-weekly. During principal directed meetings, teachers are exposed to professional readings which are analyzed and discussed with peers to level set ideas and learn more about research and the most up to date best practices. Teachers engage in a student work review progress that checks for rigor and relevance. Teachers provide and receive peer to peer feedback.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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The computer labs are available for classes to complete online learning tasks. Chromebooks were purchased to allow each classroom, grades K-5 to have up to five each for online learning in the classroom. We also have two iPad carts that service preschool and the middle school grades. Leveled libraries are available to all teachers as well a plethora of novel text sets to support our balanced literacy curriculum. In addition, teachers have access to resources that will allow them to adequately assess and teach reading skills to students from K-8th grade. Starting school year 2018, all grade levels utilize Envision by Pearson for math. This ensures alignment across grade levels in math which was a focus of our previous CIWP. In addition, middle school has implemented the My Perspectives curriculum by Pearson in language arts. The district schedule only allows for 60 minutes of each subject which proved not to be enough for our students. Instead, we created a schedule that would extend class periods by 15 minutes by evenly distributing the 60 minute intervention period. This has created more time for interventions, enrichment and small groups without losing valuable time during transitions. Teachers participate in the hiring process by facilitating the first round of interviews and screening candidates for second round interviews with admin. The school's speech pathologist and social workers push-in to classrooms and deliver whole group lessons when delivering services to students.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| | <ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) |
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials |
| Five Essentials | Effective Leaders, Collaborative Teachers |
| MTSS Framework | Shared Leadership, Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math |

Curriculum:

Score

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

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Barton teachers follow the network scope and sequence and are also informed by the district's scope and sequence in literacy and math. Teachers have found that the network scope and sequence advises that math standards be taught per quarter which has been a point of concern as students will not see geometry or much measurement prior to end of year testing. Therefore, teachers do modify the scope and sequence in math to provide students an opportunity to engage with these standards throughout the year and prior to end of year testing. Teachers have started to utilize district benchmark assessments due to their alignment to common core standards and their rigor. Teacher leaders and the administration, have created a data cycle that reviews student progress on the pre-test, formative assessments and post tests. Teachers are beginning to utilize this process independently which is more complex than the Compass learning assessments. The district benchmarks are performance tasks where teachers can learn a lot about student thinking and misconceptions. When teaching the Common Core State Standards, teachers break down the CCSS and address the concepts that need to be taught to master the standard.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [CPS Content Frameworks: Math, Science, Social Science, and Literacy](#)
- ✓ [CPS Literacy Scope and Sequence](#)
- ✓ [CPS Math Scope and Sequence Guidance](#)
- ✓ [Digital Citizenship Curriculum](#)
- ✓ [K-12 Financial Literacy Guide](#)
- ✓ [Personal Finance 3.0 Course](#)
- ✓ [Physical Education Scope & Sequence](#)
- ✓ [Health Education Scope & Sequence](#)
- ✓ [Interdisciplinary African & African American Studies Curriculum](#)
- ✓ [Interdisciplinary Latino and Latin American Studies Curriculum](#)

Instructional Materials:

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

Score

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Starting school year 2018, all grade levels utilize Envision by Pearson for math. This ensures alignment across grade levels in math which was a focus of our previous CIWP. Envision offers hands on and visual learning. In addition, middle school has implemented the My Perspectives curriculum by Pearson in language arts. Both programs have an online component that can be customized for each student and can be accessed from home. Both programs also have embedded teacher development and intervention resources aligned to each unit of study. Teachers in grades K-2 use the Balanced Literacy approach. Teachers support students at their individual levels of learning. The computer labs are available for classes to complete online learning tasks. Chromebooks were purchased to allow each classroom, grades K-5 to have up to five each for online learning in the classroom. We also have two iPad carts that service preschool and the middle school grades. Leveled libraries are available to all teachers as well as a plethora of novel text sets to support our balanced literacy curriculum. In addition, teachers have access to resources that will allow them to adequately assess and teach reading skills to students from K-8th grade. These additional resources can be found in the teacher's lounge as well as in the book rooms.

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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

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During principal directed meetings, teachers are exposed to professional readings which are analyzed and discussed with peers to level set ideas and learn more about research and the most up to date best practices. Teachers engage in a student work review process that checks for rigor and relevance. Teachers then discuss the steps necessary to improve the rigor and relevance of the student learning task. Teachers provide and receive peer to peer feedback to inform future instruction and task creation. Teachers have started to utilize district benchmark assessments due to their alignment to common core standards and their rigor. Teacher leaders and the administration, have created a data cycle that reviews student progress on the pre-test, formative assessments and post tests. Teachers are beginning to utilize this process independently which is more complex than the Compass learning assessments. The district benchmarks are performance tasks where teachers can learn a lot about student thinking and misconceptions. Evidence is cited from the text to support reasoning when teaching using the balanced literacy approach. Reading and writing is embedded across curriculums. Turn and talks as well as accountable talk is used to demonstrate comprehension and listening. Math talks are discussed among students where accountable talk is used to provide mathematical reasoning and critiques of other possible solutions. The levels of cognitive demand are considered when assigning student work and is provided within lesson plans.

Students participate in attendance competitions that are communicated daily via morning announcements. At this time it is communicated to be sure to reach out to a friend and encourage them to be in attendance to make our school year a success.

Guide for Rigorous Student Tasks

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

- Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.
- Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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)

Although we are an elementary school, our students visit college campuses and are regularly visited by neighboring high schools. Our 8th grade students have visited both community and four year institutions. Students are encouraged to persevere even if the work becomes difficult. By teaching students different strategies in both ELA and math, students learn that there are different pathways to demonstrate understanding. We are building a growth mindset culture that creates confidence and perseverance in our students. When students are allowed to work together and learn from one another, they learn how to accept and support one another. Students utilize the new district GoCPS and Naviance systems to assist students with goal setting and selecting/matching them with high schools that complement their goals and learning styles. Each year, the school counselor facilitates a class for seventh grade students that introduces them to different types of high schools and the entrance requirements. Students then reflect on their current percentiles and set goals that will help them meet the entry requirements for the high schools of which they are interested in attending. These goals serve as motivation for the end of year assessment. Each year, the counselor hosts a career day which features various professions. Students are exposed to different types of professions and are able to ask questions to deepen their understanding of the roles.

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 support the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

REACH Observations show evidence of a need for growth in levels and purpose of questioning. Teachers need to focus on asking questions that promote inquiry, have multiple correct answers, and encourage students to attempt multiple strategies in order to arrive at a response. Small groups, student to student discourse and reduction of teacher talk has been a strong focus this year in grades K-8 which creates the building blocks for students to become self-directed learners. Teachers are beginning to loosen the reigns on teacher-directed activities and allow more selfdirected learning; however, more work is needed to see this across grade bands throughout the school. Teachers are still improving on effectively monitoring student learning through informal and formal weekly assessments that are aligned to CCSS. Teachers have begun to plan small group instruction according to student MAP RIT band MOY data. This planning incorporates CCSS across grade levels to ensure focused instruction on student needs. Teachers need to continue to collaborate across grade levels to ensure their ability to shift instructional practices and monitor effectively.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Teachers use assessments to drive instruction and to guide planning of units, lessons and assessments (formative and summative).

- Teachers use data to group students in small groups and strategy groups to provide differentiated instruction at each student's level. This also provides additional support as well as challenges students appropriately.
- Teachers evaluate data after all assessments and make necessary changes to lessons and small groups. Teachers have the ability to be "flexible and responsive" which ensures students have learning objectives and lessons aligned with their most current data.
- The sequencing of units/lessons are designed to build a deep understanding and mastery of the standards taught. This is evidenced by the grades and "reteach" grades logged into grade books.
- Teacher's grade books show that students are afforded multiple opportunities to show mastery of a particular skill. Diverse Learners are given modifications and accommodations and are graded based upon section 13 of their IEPs.
- Teachers follow a school-wide grading policy to provide consistency across the grade-bands. Grading policy states that re-teach and re-assessment are required for students or classes who score less than 76% on assessments.
- Teacher are reflective and often meet with grade level partners as well as within grade-bands to discuss trends in data.
- There are weekly meetings with administration to analyze lessons and data to provide additional support to all teachers when and if it is needed.

Teacher leaders and the administration, have created a data cycle that reviews student progress on the pre-test, formative assessments and post tests. Teachers are beginning to utilize this process independently which is more complex than the Compass learning assessments. The district benchmarks are performance tasks where teachers can learn a lot about student thinking and misconceptions.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | ✓ Examples of a variety of teacher created and teacher selected assessments |
| | ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan |
| | ✓ Evidence of assessment data analysis for the purpose of planning |
| | ✓ Assessment calendar |
| | ✓ Examples of gradebooks |
| | ✓ School's grading policy |
| Measures | ✓ SGRP Attainment and Growth |
| | Five Essentials: Ambitious Instruction |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 1.c. Selecting Learning Objectives |
| | 1.e. Designing Student Assessment |
| | 3.d. Using Assessment in Instruction |
| | 4.a. Reflecting on Teaching & Learning |
| CPS Performance Standards for School Leaders | 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices |
| | 4b. Maintaining Accurate Records |
| 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

Teachers teach whole group lessons to introduce students to the standards with material at grade level. Teachers then scaffold instruction and support for completion of activities in small groups. Based on NWEA data, students are grouped and lessons are tailored to meet the needs of the students based on their needs. PLP plans are created for students who are off track to identify strategies that teachers will use and monitor.

Lesson plans are structured to support the MTSS continuum. Observed during classroom observation are centered learning and activities for specific students who are grouped together based upon NWEA data. Students who are off track are placed on PLPs. The principal provides weekly on track data reports to staff to support student academic and attendance. In addition, there is weekly grade book monitoring.

The Culture and Climate Team supports teachers with providing Tier 2 social and emotional supports. Teachers can refer students to Tier 2 based on multiple data points over a six week period. The Culture and Climate Team meet with the teacher, analyze the data, and recommends multiple Tier 2 strategies and interventions. Members of the Culture Climate Team conduct classroom observations to monitor the progress of the supports. The supports and student's progress are reviewed every six to eight weeks. Students who do not show adequate progress are referred to the Behavioral Health Team for Tier 3 supports. The Attendance Team meets weekly to monitor attendance, plan incentives, analyze call logs, and collaborate with community partners (Phalanx, United Way, GAGDC). Students who are under 94% YTD attendance are specifically targeted to receive extra support and interventions.

Teachers implement a Mars Task performance assessment to show the areas of need for intervention or enrichment. These needs are implemented in the daily lesson plan instruction. Compass learning activities are given according to student levels of learning where each student has an opportunity to advance upon demonstrating mastery. Teachers use weekly progress monitoring tools to support student growth in reading. Teacher leaders support student progress to promote student reading progression.

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 |
| CPS Performance Standards for School Leaders | 3e. Demonstrating Flexibility and Responsiveness |
| | 4b. Maintaining Accurate Records |
| | B3. MTSS Implemented Effectively in School |

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 **2** 3 4

Staff collaborated to create both the school mission and vision. Over the past four years, the teachers and staff have worked together to realize the mission and make sure that it is reflected in day to day activities and school management. Teachers and staff have worked together to develop a Barton brand that is visible throughout the building and represented in our online presence. Our parent organizations also support and represent our brand and school expectations through frequent parent engagement activities and by volunteering to support school initiatives and goals through volunteering and spearheading fundraisers. All students participate in a daily creed which serves as a daily affirmation and recognition of our shared values. Teachers and staff use shared language from the creed to motivate students on a daily basis. Students are aware of their annual learning growth goals as well as the "squad goal" or grade level norm. Teachers conference with students multiple times throughout the year and assist students in setting learning plans and action steps to meet their goals. Behavior issues in the classroom have recessed significantly, allowing more time on task. Staff must work hard to reinforce cultural expectations and build on them. While K-4 consistently reinforce shared school expectations, we must harder to create a sustainable culture for learning in middle school.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

Teacher Collaboration has improved significantly during the 2017-2018 school year. Teacher leaders are identified to lead teacher cohorts through a self directed cycle of inquiry of professional learning community. Each PLC is focused on teacher practice and student achievement. Goals are identified by the teachers at the start of the school year and teachers meet during principal directed meeting times, bi-weekly. Teacher leaders assist with school-wide management, progress monitoring and coaching of teachers in their cohorts. This group of teachers also comprise the Instructional Leadership Team. Leadership and collective responsibility is valued at Barton with more than 60% of teachers serving in some leadership capacity - this includes office staff. There is also a focus and emphasis on organizational capacity which ensures that our building and instruction can be managed at high levels with minimal administrative supervision. Teachers feel free to express concerns when priorities do not align and provide suggestions and next steps for re-alignment without administrative prompting. The MVMS survey has rated principal-teacher trust to be weak, although 69% of teachers stated that they agree or strongly agree that it's ok to discuss feelings, worries or frustrations with the principal, 76% trust the principal at her word and 88% believe that the principal has confidence in the expertise of her teachers.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Our middle school students are instructed on the various functions of local, state, and national government as part of the constitutional curriculum. Current events are regularly discussed during morning routines. Character education is taught in grades K-2. Teacher leaders will be embarking on a multi-year professional development series focused on improving math instruction. Each year we host Junior achievement which is a program geared towards financial literacy taught local business leaders and entrepreneur. In addition, we host career day where we invite leaders from all different employment sectors to engage students in an interactive day of career exploration.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

and impact school policy and decisions.

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

Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ▪ MVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition |
| Measure | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| MTSS Framework | Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | D3. Utilize Feedback from Multiple Stakeholders for School Improvement |
| Content Standards | Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA, NST 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

Visitors must check-in and sign-in at the security desk before proceeding to the main office. Visitors visiting classrooms must have an appointment scheduled before proceeding to classrooms or other areas throughout the building. Doors that are used for student entry and dismissal are monitored by a staff member to ensure proper entry of staff, students and visitors. Staff members monitor inside the building and the playground to ensure student safety during arrival and dismissal. Staff members are also assigned to facilitate lunch and recess to ensure the safety of students. Students are not allowed to have cell phones present during school hours to ensure the privacy of students and staff. Students are praised when participating in discussions. Teachers build relationships with families to ensure the emotional safety of students. Teachers are requested to provide interventions for students who express behavioral needs. Teachers are supported by the Climate and Culture team who assist with creating an intervention plan with resources for students. Upon the review of the intervention teachers are supported by the clinician team to determine if a behavioral plan is needed. Staff members must complete incident reports when reporting incidents. They are also encouraged to document communication via Student Logger where the review and response of administration can be requested when responding to incidents. Teachers encourage a mutual respect between students who are transitioning while students are receiving instruction. Hallway posters are used as a guide to indicate voice levels and the proper way to transition in the hallway. The first 20 days are implemented school-wide to ensure that all students learn and implement classroom rules, routines, the handling of materials and the expectations of good readers and good mathematicians. Students are held accountable for doing things the Barton Way. It encouraged everyday to be safe, be respectful and be responsible. Staff members are encouraged to actively supervise all students throughout the building. Teachers use Fred Jones', "Tools for Teaching" to reinforce established expectations and cause minimal disruption to learning.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score |
| Five Essentials | Supportive Environment |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior |
| CPS Performance Standards for School Leaders | A4. Creates a Safe, Clean and Orderly Learning Environment |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) |

Restorative Approaches to Discipline:

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

Score

1 2 3 4

Out-of-school suspensions have been significantly reduced since the school's adoption of a more restorative approach to discipline in SY 14-15. Students regularly engage in peace circles, peer jury, and restorative conversations to solve conflict led by the school's student support advocate. We have a culture and climate team which meets bi-weekly. During these meetings, they analyze school wide data and determine where supports are needed and next steps for school improvement. In addition, adopted by the culture and climate team was "The Barton Way". The Barton Way addresses school wide conduct (routines and procedures, student voice level, etc) and expectations. This is visible throughout the school environment. The Barton Way is introduced to students at the beginning of the year throughout the first 20 days, and again after winter break. We have a school website which also includes the school handbook and policies. Character education is taught in grades K-2. We established a partnership with an outside vendor who taught character building. Embedded within the culture and climate team is the MTSS team which looks at specific students' academic, behavioral, and social emotional areas of needs and support. Teachers implement strategies from the anchor text "Teach Like a Champion" and Fred Jones "Tools for Teaching" when explicitly teaching expected behavior and avoiding power struggles with students.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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.

Score

1 **2** 3 4

Our school maintains a school website which communicates vital and timely information regarding our school. Parents can find the answers to most school related questions on the website as well as contact all members of the school staff. Our school also utilizes phone blasts, text messages and emails to communicate with our families. Our parent participation rates are at or above 60% for most report card pick up and school related events, however parent participation is much lower for parent meetings hosted by the PTA, PAC and LSC.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.

- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence

- ✓ Examples of communication methods and content
- ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
- ✓ Outreach efforts
- ✓ Documentation of responsiveness to Parent Support Center concerns raised
- ✓ Event agendas, flyers
- ✓ Fundraising activities and amounts (if applicable)
- ✓ How does the school honor and reflect the diversity of families including language and culture?

Measures

- ✓ Five Essentials Score – Involved Families
- ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust

Five Essentials Involved Families

MTSS Framework: Family & Community Engagement

CPS Framework for Teaching

- 2c. Managing Classroom Procedures
- 4c. Communicating with Families

CPS Performance Standards for School Leaders

- D1. Engages Families

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [Parent Support Centers](#)
- ✓ [Parent University](#)
- ✓ [Parent Portal](#)

School Excellence Framework Priorities

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for Quality & Character of School Life: Safety & Order | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 4 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 4 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 4 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | ⊗ |

Goals

Required metrics (Elementary)

18 of 18 complete

| | 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQRP Goal | 2018-2019 SQRP Goal | 2019-2020 SQRP Goal |
|---|---------------------|---------------------|---------------------------|---------------------------|---------------------------|
| National School Growth Percentile - Reading | | | | | |
| We have consistently scored above the average national growth percentile in reading. However, we have been stagnant at the 70th percentile. Part of this is related to the performance of Diverse Learner population and student mobility. With a focus on curriculum and instruction, we believe that we can better target and address the needs of our DL population. | 73.00 | 70.00 | 85.00 | 75.00 | 80.00 |
| National School Growth Percentile - Math | | | | | |
| Last year, we implemented a new curriculum or math series in the intermediate grades. In 2018, we extended this series to all grades levels, K-8. We believe that with this consistency across grade levels, our math growth will become more consistent over the next two years. | 63.00 | 34.00 | 60.00 | 65.00 | 70.00 |
| % of Students Meeting/Exceeding National Ave Growth Norms | | | | | |
| Our mobility rate and DL performance contributes to the inconsistency in percentage of students meeting or exceeding national average growth norms. With a focus on curriculum and instruction, we believe that we can better target and address the needs of our DL population. | 51.60 | 49.40 | 75.00 | 55.00 | 62.00 |
| African-American Growth Percentile - Reading | | | | | |
| We have consistently scored above the average national growth percentile in reading. However, we have been stagnant at the 70th percentile. Part of this is related to the performance of Diverse Learner population and student mobility. With a focus on curriculum and instruction, we believe that we can better target and address the needs of our DL population. | 73.00 | 73.00 | 90.00 | 75.00 | 80.00 |
| Hispanic Growth Percentile - Reading | | | | | |
| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
| English Learner Growth Percentile - Reading | | | | | |
| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
| Diverse Learner Growth Percentile - Reading | | | | | |

Our DL growth has been inconsistent over the past couple of years. We believe that this is directly related to teacher practice and instruction. Our DL students need more exposure to grade level material and general education instruction in order to grow. Focusing on curriculum and instruction for diverse learners will positively impact their growth over the next two years.

| | | | | |
|-------|-------|-------|-------|-------|
| 14.00 | 73.00 | 20.00 | 30.00 | 40.00 |
|-------|-------|-------|-------|-------|

African-American Growth Percentile - Math

Last year, we implemented a new curriculum or math series in the intermediate grades. In 2018, we extended this series to all grades levels, K-8. We believe that with this consistency across grade levels, our math growth will become more consistent over the next two years.

| | | | | |
|-------|-------|-------|-------|-------|
| 63.00 | 32.00 | 60.00 | 65.00 | 70.00 |
|-------|-------|-------|-------|-------|

Hispanic Growth Percentile - Math

N/A

| | | | | |
|---------|---------|------|------|------|
| (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|---------|---------|------|------|------|

English Learner Growth Percentile - Math

N/A

| | | | | |
|---------|---------|------|------|------|
| (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|---------|---------|------|------|------|

Diverse Learner Growth Percentile - Math

Our DL growth has been inconsistent over the past couple of years. We believe that this is directly related to teacher practice and instruction. Our DL students need more exposure to grade level material and general education instruction in order to grow. Focusing on curriculum and instruction for diverse learners will positively impact their growth over the next two years.

| | | | | |
|-------|-------|-------|-------|-------|
| 63.00 | 43.00 | 20.00 | 30.00 | 40.00 |
|-------|-------|-------|-------|-------|

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

Our attainment percentile grows slowly each year as we narrow the achievement gap at each grade level. A continued focus on balanced assessments, instruction and MTSS will enable us to continue to grow steadily in this area.

| | | | | |
|-------|-------|-------|-------|-------|
| 17.00 | 24.00 | 30.00 | 50.00 | 55.00 |
|-------|-------|-------|-------|-------|

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

Our attainment percentile grows slowly each year as we narrow the achievement gap at each grade level. A continued focus on balanced assessments, instruction and MTSS will enable us to continue to grow steadily in this area.

| | | | | |
|------|-------|-------|-------|-------|
| 9.00 | 11.00 | 30.00 | 20.00 | 25.00 |
|------|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

We have been inconsistent in this area and believe that there is a disconnect between actual student ability and testing performance. Moving forward, our second grade team will engage in the data driven instruction protocol using NWEA data as well as TRC and Dibels. This will enable them to address deficiencies identified on the MAP test and incorporate it into their units of study.

| | | | | |
|------|------|-------|-------|-------|
| 8.00 | 4.00 | 45.00 | 50.00 | 55.00 |
|------|------|-------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

We have been inconsistent in this area and believe that there is a disconnect between actual student ability and testing performance. Moving forward, our second grade team will engage in the data driven instruction protocol using NWEA data as well as TRC and Dibels. This will enable them to address deficiencies identified on the MAP test and incorporate it into their units of study.

| | | | | |
|------|------|-------|-------|-------|
| 2.00 | 5.00 | 30.00 | 30.00 | 45.00 |
|------|------|-------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

N/A

| | | | | |
|---------|---------|------|------|------|
| (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|---------|---------|------|------|------|

Average Daily Attendance Rate

Although our daily attendance percentage is trending higher compared to the past 5 years, we seem to cap at 94% despite strong routines and incentives. We want to educate parents more about the importance of attendance and the impact on student achievement. We believe that if we educate parents, they will send their children to school more often.

94.50

94.60

95.00

95.00

96.00

My Voice, My School 5 Essentials Survey

We have consistently received a rating of Organized on the MVMS survey. In 2018, we achieved 100% staff participation and believe that the work we have done to address the results of the survey will show in the results moving forward.

(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...

Strengthen our data driven instruction protocol using benchmark assessments

work tasks reflect the rigor of the benchmark assessments on a daily basis

increase in student exposure to high level content.

Tags:

Analysis of data, Academic achievement, Achievement gap, Balanced assessment and grading, Academic press, Assessment plan

Area(s) of focus:

1, 3

Action step

Responsible

Timeframe

Status

Transition from district benchmark assessment to Envisions math program assessment (K-8).

K-8 Teachers

Sep 4, 2018 to
Apr 19, 2019

On-Track

Assessments, Rigor, Ddi cycle, Benchmarks

Compare district literacy assessment to Measuring Up live to determine which assessment to use moving forward.

ILT

Dec 3, 2018 to
Jan 7, 2019

Not started

Assessment, Rigor, Ddi, Benchmark

Finalize data analysis protocol for implementation with fidelity.

ILT

Dec 3, 2018 to
Dec 17, 2018

Not started

Rigor, Ddi, Benchmark

Strategy 2

If we do...

...then we see...

...which leads to...

Implement an executive functioning program and honor society in middle school

students develop organization and self regulation skills

the improvement in students' ability to self monitor, prioritize and access working memory and show cognitive flexibility.

Tags:

On track, Executive functioning skills, High school readiness, Middle school, Independent learners, Honor society

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

| | | | |
|---|-----------------------------|-----------------------------|-------------|
| Research, vet and select executive functioning curriculum | ILT, middle school teachers | Jan 7, 2019 to Feb 11, 2019 | Not started |
|---|-----------------------------|-----------------------------|-------------|

On track, Student ownership, Culture for learning, Executive functioning skills, High school readiness

| | | | |
|---|-------|------------------------------|-------------|
| Purchase the executive functioning curriculum | admin | Feb 11, 2019 to Feb 28, 2019 | Not started |
|---|-------|------------------------------|-------------|

Executive functioning, Culture for learning, High school readiness

| | | | |
|---|------------------------|-----------------------------|-------------|
| Implement executive functioning curriculum in middle school, starting in 5th grade. | middle school teachers | Mar 1, 2019 to Mar 31, 2019 | Not started |
|---|------------------------|-----------------------------|-------------|

On track, Culture of learning, Student ownership, Executive functioning skills, High school readiness, Honor society

| | | | |
|---|-----------------|-----------------------------|-------------|
| Establish an honor's society in middle school | Admin, teachers | Sep 3, 2019 to Sep 30, 2019 | Not started |
|---|-----------------|-----------------------------|-------------|

On track, Student ownership, Culture for learning, Executive functioning skills, High school readiness, Honor society

Strategy 3

| | | |
|---|---|--|
| If we do... build teacher capacity to create rigorous and relevant work tasks | ...then we see... an improvement in the rigor and relevance of student work tasks | ...which leads to... increased exposure to high level content. |
|---|---|--|

Tags:
Rigorous tasks

Area(s) of focus:
3, 4

| Action step | Responsible | Timeframe | Status |
|---|-----------------|-----------------------------|----------|
| Continue new data driven instruction cycle routine centered on district provided performance tasks and assessments. Include special education teachers with modified performance tasks and extend to science and social studies in middle school. | Admin, teachers | Sep 4, 2018 to Apr 19, 2019 | On-Track |

Rigorous tasks

Strategy 4

| | | |
|--|--|--|
| If we do... Engage all special education teachers in the DDI cycle | ...then we see... an increase in DL teacher engagement in student growth and achievement | ...which leads to... ongoing progress monitoring of diverse learner progress towards |
|--|--|--|

Tags:
Curriculum

Area(s) of focus:
1, 2

| Action step | Responsible | Timeframe | Status |
|---|-------------|----------------------------|-------------|
| Provide all special education teachers with teacher editions and student editions of Envision and My Perspectives | Admin | Sep 4, 2018 to Sep 4, 2018 | Not started |

Diverse Learners, Curriculum

| | | | |
|--|-------|-----------------------------|-------------|
| Provide DL teachers with necessary professional development for both programs and balanced literacy. | Admin | Sep 4, 2018 to May 31, 2019 | Not started |
|--|-------|-----------------------------|-------------|

Math, Diverse Learners, Curriculum, Balanced literacy

Provide intermediate and middle school literacy teachers with professional development on balanced literacy to address varied student levels.

Admin

Sep 4, 2018 to Jun 14, 2019

Not started

Action Plan

Strategy 1

ON-TRACK

Transition from district benchmark assessment to Envisions math program assessment (K-8)."

Sep 04, 2018 to Apr 19, 2019 - K-8 Teachers

Status history



ON-TRACK

May 03, 2018

Evidence

DDI cycle calendar and teacher artifacts

Compare district literacy assessment to Measuring Up live to determine which assessment to use moving forward."

Dec 03, 2018 to Jan 07, 2019 - ILT

Status history



Finalize data analysis protocol for implementation with fidelity."

Dec 03, 2018 to Dec 17, 2018 - ILT

Status history



Strategy 2

NOT STARTED

Research, vet and select executive functioning curriculum"

Jan 07, 2019 to Feb 11, 2019 - ILT, middle school teachers

Status history



NOT STARTED

May 03, 2018

Evidence

Purchase or selection of curriculum, school schedules

NOT STARTED

Establish an honor's society in middle school"

Sep 03, 2019 to Sep 30, 2019 - Admin, teachers

Status history

May 3

NOT STARTED

May 03, 2018

Evidence

Honor society agenda, meeting minutes and artifacts from events

Implement executive functioning curriculum in middle school, starting in 5th grade."

Mar 01, 2019 to Mar 31, 2019 - middle school teachers

Status history

Purchase the executive functioning curriculum"

Feb 11, 2019 to Feb 28, 2019 - admin

Status history

Strategy 3

ON-TRACK

Continue new data driven instruction cycle routine centered on district provided performance tasks and assessments. Include special education teachers with modified performance tasks and extend to science and social studies in middle school."

Sep 04, 2018 to Apr 19, 2019 - Admin, teachers

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

DDI cycle calendar and teacher artifacts, student work tasks, teacher peer feedback protocol

Strategy 4

NOT STARTED

Provide all special education teachers with teacher editions and student editions of Envision and My Perspectives"

Sep 04, 2018 to Sep 04, 2018 - Admin

Status history

May 3

NOT STARTED

May 03, 2018

Evidence

existence of books inside of classrooms and in the hands of children

NOT STARTED

Provide DL teachers with necessary professional development for both programs and balanced literacy."

Sep 04, 2018 to May 31, 2019 - Admin

Status history

May 3

NOT STARTED

May 03, 2018

Evidence

Learning Hub documentation and agendas

NOT STARTED

Provide intermediate and middle school literacy teachers with professional development on balanced literacy to address varied student levels."

Sep 04, 2018 to Jun 14, 2019 - Admin

Status history

May 3

NOT STARTED

May 03, 2018

Evidence

Agendas and sign in sheets

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title I/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

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 Parent Advisory Committee and the Local School Council will be engaged in the review and creation of the school's Continuous Improvement Work Plan and the Parental Involvement Plan and Policy. The administration will communicate with both bodies the time and dates of the CIWP meetings.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Each year the Principal hosts a State of the School Address and a Title I meeting to inform parents of the school's data and goals. The parents are also informed of the school's participation in the NCLB/Title I programs. Our date of the Title I Annual Meeting and Title I PAC Organizational Meeting is October 9, 2018.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Barton's Parent Advisory Council meetings are monthly and all parents are invited to attend. We want our parents to be aware of our goals, strengths and challenges and work together with the school to address them. All serious suggestions will be considered.

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

Parents will receive a report of their child's PARRC and NWEA results when made available. Reports will be sent home with students and possibly included with the report card depending on testing window end dates.

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

In the event that a child is taught by a teacher who is not highly qualified, parents will be notified in writing.

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.

This will be accomplished on November 14, 2018 at the State of the School Address and Title I Annual Meeting. In addition, the school will host regular data meetings to inform parents of the school's progress. The Instructional Leadership Team will also host academic focused parent nights quarterly.

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.

This will be accomplished on October 9, 2018 and November 14, 2018 at the State of the School Address and Title I Annual Meeting. In addition, the school will host regular data meetings to inform parents of the school's progress. The Instructional Leadership Team will also host academic focused parent nights quarterly.

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.

Parent Involvement is a focus for the school. Resources and messaging about this will be communicated regularly during principal directed meetings and professional development. In addition, expectations for parent communication will be published in the Teacher Handbook.

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 school will work with other district offices to coordinate such activities to the extent feasible and appropriate.

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.

Principal will ensure that the information related to parents is in an understandable and uniform format in writing and on social media.

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.)

At Barton School, we empower, prepare and educate by providing a structured nurturing environment rooted in self-discipline, powerful relationships and an investment in students.

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

Parent teacher conferences are scheduled by the district to occur the first quarter and the third quarter of the school year. We will abide by the district's shared calendar.

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

Parents will receive report cards quarterly and progress reports every 5 weeks. Parents will also receive student On-Track data and MAP Progress Reports when made available by the district. These reports will go home with students or distributed to parents via mail or parent meetings.

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

Staff members are available, by appointment, before and after school and during preparation periods. Staff can also be contacted directly by email. All staff email addresses can be found on the school website, www.bartonschoolchicago.org.

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.

Barton Elementary School considers its family volunteers a special resource. There are no specific qualifications to participate in scheduled classroom activities when solicited by the classroom teacher (field trips, special events, observation). In order to volunteer at Barton, parents must:

- Have proof of tuberculosis testing
- Have an annual criminal history background investigation
- Be interviewed by the Principal or Designee
- Attend orientation and training sessions as required by the school
- Be on-time for assigned duties and locations
- Follow school rules and procedures
- Complete and have an application on file
- Follow assigned schedule

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

Parents can assist student learning by monitoring attendance, homework completion, reading at home and being responsive and available to the classroom teacher.

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

Parents can participate in decisions, when appropriate, by joining the LSC or PAC.

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

Students at Barton will assure academic achievement by following the Barton Creed each and every day. The Standard is Excellence.

Parent Budget

Not 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.

(Blank)

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

| Account(s) | Description | Allocation |
|-----------------|--|---------------|
| 51130, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$ Amount .00 |
| 53405 | Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$ Amount .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ Amount .00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$ Amount .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ Amount .00 |
| <p>54205</p> | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$ Amount .00 |
| <p>54565</p> | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ Amount .00 |
| <p>53510</p> | Postage Must be used for parent and family engagement programs only. | \$ Amount .00 |

53306

Software

Must be educational and for parent use only.

| | | |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|

55005

Furniture and Equipment

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

| | | |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|