Edward A Bouchet Math & Science Academy ES / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/29/2018	David Young, Dwight Neely, Raymond Thompson, Tina Franklin-Bertrand, Franchesca Little , Callie Logan	School improvement, data performance, and CIWP
04/03/2018	David Young, Dwight Neely, Raymond Thompson, Tina Franklin-Bertrand, Franchesca Little , Callie Logan	School improvement, data performance, and CIWP
04/17/2018	David Young, Dwight Neely, Raymond Thompson, Tina Franklin-Bertrand, Franchesca Little , Callie Logan	School improvement, data performance, and CIWP
04/23/2018	David Young, Dwight Neely, Raymond Thompson, Tina Franklin-Bertrand, Franchesca Little , Callie Logan, Francis West, and Sherretha Richardson	School improvement, data performance, and CIWP
04/27/2018	David Young, Dwight Neely, Raymond Thompson, Tina Franklin-Bertrand, Franchesca Little , Callie Logan, Sherretha Richardson, Francis West, Patricia West, Julia Hill, Callie Logan, Carol Kendrick, and Ms. Hill	Final Review and Approval of CIWP/Budget

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**

> Our administrative leadership team reflects our comprehensive school vision and mission. Bouchet International School is a collaborative learning community that fosters a positive environment that produces critical thinkers, efficient communicators, self-directed life-long learners, and technologically skilled students. Our challenging and purposeful curriculum provides motivated learners the opportunity to become more responsible, informed, respectful, and tolerant citizens with international mindedness. Bouchet's students will graduate with an appreciation for the relevance and understanding of cultural diversity, civic responsibilities and knowledge of life skills. We envision that our students will use that knowledge gained at Bouchet to prepare for and succeed in life, while creating a better and more peaceful world.
>
> Bouchet International School is committed to creating a challenging, rigorous, standards-based curriculum for all students, regardless of gender, ethnicity, or special needs status, within a safe and cooperative learning community. Academic achievement will be enhanced through rigorous instruction, emphasis on science, technology, engineering, mathematics, interdisciplinary and transdisciplinary approaches to teaching and learning. We also endeavor to provide quality professional development aligned to core instruction. To this end, the input and participation of all stakeholders is encouraged, respected, and valued through a mutual-collaborative process, with consideration for global perspectives.
>
> According to our 5 Essentials Report, our school is "Well-Organized for Improvement" with a very strong culture and climate based upon 99% program coherence and 87% in instructional leadership.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   3   **4**

> Our Instructional Leadership Team (ILT) is more than focused on creating and implementing the theories of action that improve our collective and individual approaches to teaching and learning through our ongoing collaboration that is horizontal and vertical, aligned to a data-driven and standards based approach, predicated upon collective work and responsibility that considers perspectives other than our own. According to the school's 5 Essentials Report, instructional leadership is very strong with 86%. These practices are also evidenced in our annual, quarterly, monthly and weekly professional learning communities that encourage the sharing and exchange of ideas that are student-driven, results oriented and enduring throughout our collective work towards impacting students learning and achievement. Out ILT/IB Steering Committee meets monthly to instructional practices, including data to inform subsequent teaching and learning. Our 5 Essential survey results yield that teachers reported 98% agree/strongly agree that a member of the school leadership team knows what is going our classrooms, and 97% are provided with useful feedback to improve teaching.
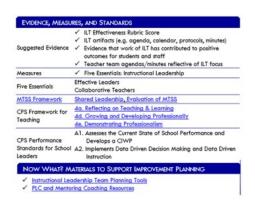
Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"

- ◦ **Share leadership for improving teaching and learning with representative school members.**
  - ▪ Organize the team around a common understanding of team's purpose and instructional priorities.
  - ▪ Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - ▪ Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- ◦ **Use protocols and ask probing questions.**
  - ▪ Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - ▪ Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - ▪ Systematically consider root cause(s) based on thorough review of evidence.
- ◦ **Use timely and relevant data/evidence sources.**
  - ▪ Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - ▪ Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- ◦ **Schedule and structure frequent meetings.**
  - ▪ Meet regularly (2-4 times per month).
  - ▪ Use an agenda with a clear focus.
- ◦ **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - ▪ All team members have equity of voice and are actively engaged in asking questions.
  - ▪ Celebrate small wins and improvements.
  - ▪ Regularly inform and engage stakeholders of key data and work of the ILT.
- ◦ **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

Professional Learning:

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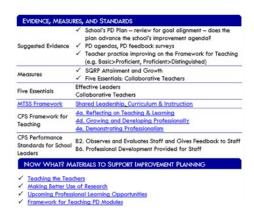
Score

1   2   3   **4**

> At Bouchet International School we have both an annual professional development plan aligned to our CIWP and needs assessments that cover schoolwide professional development as well as IB Action plans (PYP & MYP) based our school standards and practices. These items address challenges and goals we have collectively established to meet the needs of our students. These tools include the feedback and collaboration for various stakeholders towards desired outcomes that include, but are not limited to, pedagogical leadership, best practices in education, a multi-tiered system of support (MTSS) and review of these elements throughout the year with consideration for the divergent needs of students.Professional development is ongoing from annual, monthly, and weekly professional learning community opportunities both within and beyond the school extended by our Network, district, the International Baccalaureate World Schools organization, Nurturing Teacher Leadership (CTU), and individual workshops/seminars that teachers seek interdependently. According to the 5 Essential Report, Collaborative practices among teachers are very strong at 99%, 93% acknowledge collective responsibility, and 99% affirm quality professional development.

Guide for Professional Learning

- ◦ **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - ▪ Use data to identify performance and practice gaps to inform PL plan.
  - ▪ Use research about best practices to identify potential learning and subject matter experts to support.
  - ▪ Solicit feedback from staff to inform selection of PL opportunities.
  - ▪ Provide PL relevant to the cultural and linguistic needs of students.
  - ▪ Provide both whole staff and differentiated PL to individual teacher levels.
- ◦ **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - ▪ Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - ▪ Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - ▪ Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- ◦ **Structure time for teachers to collaborate and learn together.**
  - ▪ Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.

- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Teaching the Teachers
- ✓ Making Better Use of Research
- ✓ Upcoming Professional Learning Opportunities
- ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1   2   3   **4**

At Bouchet we dedicate time at the beginning of the year toward the development of a master schedule that not only addresses student schedules for both general education and diverse learners, we also take into account IB guidelines to ensure that all students, including our Diverse Learners have a sufficient number of minutes for their core content that is aligned towards PYP transition to the MYP, high school and beyond. Based on our SY17, we are rated as Very Strong under Effective Leaders.

We have a variety of school partnerships that include, but are not limited to, the Office of Magnet, Gifted, and International Baccalaureate (Office of Curriculum & Instruction), Network 12, South Shore International College Preparatory High School (informal IB Partnership), Allstate Insurance Company – Mr. James Townsend & Associates, Autism Speaks Awareness Campaign, The Black United Fund of Illinois (BUFI) and Safe Passage, Book Worm Angels – Classroom Library Donors Program and First Book Organization, The Chicago Bulls – Energiza Bulls Program, The Chicago Public Library, South Shore Branch, The Children's Literacy Initiative (CLI), The City of Chicago, 7th Ward Alderman Gregory Mitchell, Drug Awareness Resistance Education (DARE), Fuel Up To Play 60 (FUTP 60) and Let's Move, Fulfilling Our Responsibility Unto Mankind (FORUM), Healthy Kids, Healthy Students Initiative, RALD Institute – Dr. Beverly Normand, Roosevelt University, College of Education, School and Community Assistance for Composting and Recycling Education (SCARCE), The United Negro College Fund (UNCF) Campaign, The United States Peace Corp, World Schools Project – Mr. Naeem Abdul-Kareem, Continental Societies, Inc., The University of Chicago Office of Special Programs - College Prep, The Oriental Institute, and The Center for International Studies and The iProject - Ms. Eva Lewis, (Referenced on our school website in the School Handbook at: http://www.bouchet-brynmawr.cps.edu/apps/pages/index.jsp?uREC_ID=279195&type=d)

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.

- Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

Curriculum:

Score

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

1   2   3   **4**

> At Bouchet our curriculum is standards-based and data driven. All curriculum planning evolves around high quality instruction that is specially designed to meet the divergent needs of our students. Our curriculum is aligned to the International Baccalaureate (IB) Standards and Practices, CCSS, NGSS, National Social Studies Standards, ISBE Learning Standards and pedagogy that addresses both the academic and social emotional needs of all learners. In addition to the implementation of our CPS Network 12 Pacing Guides, as an IB World School, our teachers have developed a transdisciplinary Primary Years Programme of Inquiry (POI) for Preschool through 5th Grade as well as horizontal and vertical articulation for 6-8th grade that reflects our horizontal and vertical planners all of which reflect high quality instruction to build international mindedness through the various disciplines that include literacy, mathematics, science, social studies, physical education, library media, world language, fine arts and technology. These documents are very similar to curriculum maps that are also aligned to our Network Pacing Guides. Our unit plans include formative and summative assessments that are inquiry based and reflect Understanding By Design (UbD). According to our 5 Essentials Report Ambitious Instruction 99%, Effective Leadership 80% and Collaborative Teachers are very strong as represented by 94%.

Guide for Curriculum

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum	

Instructional Materials:

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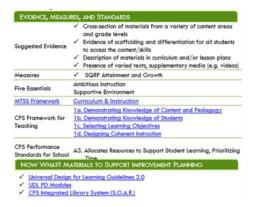
Score

1   2   3   **4**

Each school year teachers are provided with a variety of educational materials and resources to develop their collective and individual approaches to teaching and learning based on the needs of students. These materials/resources include, but are not limited to: the IB Standards and Practices, CCSS, NGSS, ISBE Learning Standards, National Social Studies Standards, Network 12 Pacing Guides, Balanced Literacy Approaches aligned to Reading & Writing Workshops models, Sing-Spell-Read-Write, Michael Heggerty, Reading A-Z, The Children's Literacy Materials, Heinemann Comprehension Tool Kits, Glencoe/Mc-Graw Hill Technology Links, Fountas and Pinell, Read Works, Achieve The Core, Mentoring Minds, PARCC Test Preparation Materials/Resources, Engage NY, Go Math, Math Trailblazers, Math Connects, Mac-Millan-McGraw-Hill Impression, CPS Knowledge Center, Science: A Closer Look, Integrated Health and Science Lessons w/Technology Links, K-5 FOSS, K-5, STC, IIES, IAES, IALS, SALI, IAPS, IEY, Harcourt Social Studies, the Interdisciplinary African and African American Studies Curriculum, MTSS, Second Step, CHAMPS, and Morning Meetings as a part of our rigorous instructional approach that appeals to various learning styles, moralities and affinities. According to our SY 2017 - 5 Essentials School Report ambitious instruction and a supportive environment are very strong as evidenced by Effective Leadership 99%, Collaborative Teachers 99.9%, Involved Families 90%, Supportive Environment 78% (inclusive of Safety concerns beyond the school) and Ambitious Instruction 99%.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

We regularly examine student classwork, homework, and assessments (quizzes, tests, performance-based assessments) that are both formative and summative on a weekly, monthly, and quarterly basis through transdisciplinary and interdisciplinary teacher observations, deep dives and grade level meetings that include the analysis of student work to inform subsequent instruction. In these settings, the school administration, ILT and teacher teams look at the aforementioned items to surmise the quality of teacher created/modified artifacts that are aligned to our district/Network Pacing Guides (CCSS, NGSS, Illinois Learning Standards, National Social Studies Standards and the International Baccalaureate Standards and Practices (http://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf). Criteria for rigorous student tasks include, but are not limited to, the quality of the written assignment, instructional rigor, focus, persistence, student engagement, differentiation, consideration for diverse learning styles and modalities that include multiple paths to learning, homework extensions and assessments that are tiered by student aptitude and elements that push their thinking as they approach benchmark on the optimal learning, gradual model (I Do, We Do, You Do). Analysis of gradebook entries in K-8th grade indicate that teachers are reteaching to address student challenges for students who do not achieve mastery. This is also aligned to Literacy and Math small group interventions that are seen in our K-2 Theory of Action, and small group notebooks that are an integral part of progress monitoring student achievement. Based on our SY17, 5 Essentials data, we are rated very strong under all measures within Ambitious Instruction: English Instruction 99%, Math Instruction 99%, and Academic Press 99%, and Quality of Student Discussion 99%.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   3   **4**

Bouchet creates multiple pathways to success that reflect our vision and mission and support college to career development. This includes high school fairs held both within and outside of our school and college visits to local universities that include our partnership with Roosevelt University. Using our newly launched Naviance system and Go CPS, we are able to ascertain students' areas of interest, potential areas of post-secondary study and career paths in various areas and raised awareness about funding sources such as scholarships. Our counselor/case manager works very diligently with our students, parents and staff to develop timelines that include support systems, transition structures and access to information for students, parents and stakeholders that support our desired outcomes. According to our SY17 My Voice, My Choice survey and 5 Essential Report, Bouchet is well-organized for improvement with ambitious instruction at 99% and involved families at 83%. During the SY 2017-2018 we added a College Preparedness After School Program to support upper grade students seeking additional assistance navigating a path to high school towards college and career preparedness facilitated my teacher mentors with workshops. Additionally, our counselor/case manager, 7th and 8th grade teachers work collaboratively with parents and students to support the matriculation to 8th grade, assistance with Go CPS and Naviance tools throughout the school year.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)

- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ Everything College
- ✓ CPS Advisory Framework
- ✓ Preventing college plans from melting away
- ✓ To & Through Project
- ✓ Redefining College & Career Readiness
- ✓ College Scorecard
- ✓ CPS College Persistence Toolkit
- ✓ Meaningful Linkages Between Summer Programs, Schools, and Community
- ✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

At Bouchet teachers are always refining and honing their instruction to align the district/Network Pacing Guides, CCSS, Illinois Learning Standards, NGSS, and National Social Studies Standards to appropriate instructional strategies and skills. This is done through a variety of approaches to teaching and learning that include, but are not limited to, ongoing professional development in annual, quarterly, monthly and weekly grade level meetings. These professional development meetings include, Understanding By Design (UbD), developing IB units of inquiry in the PYP and MYP, and administrative/ILT monitoring of literacy and math deep dives that are integrated across all content areas (Literacy, Math. Science and Social Studies) in accordance with our IB Standards and Practices (http://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf). These approaches include weekly reviews of teacher created and modified tasks (classwork, homework that is an extension of the classroom learning activities and assessments) all of which are tiered to address the various levels of proficiency and aptitude that are within a given classroom/grade level based on assessment data from PARCC, NWEA, district/Network progress monitoring (DIBELS, TRC, mCLASS Math and other teacher created assessments. Our instructional approaches include IB/UbD, differentiated Instruction, tiered assignment with emphasis on close reading, accountable talk, math talks, problem-based learning, performance tasks and engaged learning that invites students to probe their thinking, ask and answer questions related to the various realms of study and development of essential/enduring understandings with global perspectives that invite students to think locally and act globally. Based on administrative walk-abouts, learning rounds, informal and formal observations, 75% of our teachers are effectively developing their utilization of strategic and flexible grouping, backward curriculum mapping, inquiry-based studies with open ended questioning based on students performance data and schoolwide approaches to teaching and learning. Our SY 2017-2018 SQRP attainment shows that we are in the 64th percentile in terms of Reading (Grades 3-8) and 44th percentile in Math (Grades 3-8). Our NWEA data reveals a 32nd percentile in Reading (Grades 2-8) and 73rd percentile in Math (Grades 2-8). As such our school places major emphasis on these areas to continue growth. Our 5 Essentials Report indicates Effective Leadership is 80%, (Program Coherence 99%, Teacher-Principal Trust 77%, Teacher Influence 56%, Instructional Leadership 87%), Ambitious Instruction 99% (English 99%, Math 99%, Academic Press 99%, Quality of Student Discussion 99%), Supportive Environment 78% (Peer Support 67%, Academic Personalism 99%, Safety 64% and Student-Teacher Trust 82%).

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
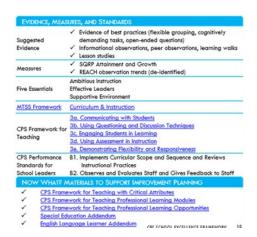- **Use questioning and discussion as techniques to deepen student understanding and challenge.**

- Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
- Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.

- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

CPS SCHOOL EXCELLENCE FRAMEWORK   18

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

Evidence of our Multi-Tiered System of Support (MTSS) can be seen in our schoolwide approaches to teaching and learning that include, but are not limited to, core instruction, Morning Meetings, CHAMPS, and Second Step for all students (Tier I). Tier II and III supports are provided in small group interventions that are embedded in the literacy and math instructional schedules and small group binders that indicate strategic and flexible groupings aligned to weekly classroom performance data, one-on-one support, PLPs, and IEP updates. All Tiers I, II and III are monitored by the school administration, ILT, IB Coordinators, MTSS Team inclusive of the counselor/case manager. According to our 2015 5 Essentials Survey, Ambitious Instruction is 99% (English 99%, Math 99%, Academic Press 99%, Quality of Student Discussion 99%), Collaborative Teachers yields 91% (99% Collaborative Practices, 91% for Collective Responsibility, 99% Quality Professional Development, 71% School Commitment, and 96% Teacher-Teacher Trust). We also have a Supportive Environment yielding 81% (Peer Support 96%, Academic Professionalism 99%, Safety 54% and Student -Teacher Trust 76%). Our 2017-2018 SQRP attainment shows that we are in the 64th percentile in terms of Reading (Grades 3-8) 44th percentile in Math (Grades 3-8). As such our school places major emphasis on these areas to continue growth. We provide incentives for attendance that include move days with healthy treats, student and classroom acknowledgements during morning and end of day announcements, automated and teacher phone calls home that are logged and reviewed by the school administration to promote good attendance. To date the following reflect our student attendance trends from 2015 to 2017: 93.9% (2015), 94.5% (2016) and 93.4% (2017). On Track data for SY 2017 yields: 1st Quarter 71%, 2nd Quarter 61%, 3rd Quarter 59% and 4th Quarter 57%. During our weekly grade level meetings and schoolwide professional development, teacher post-conferences and data conversations have revealed that 90% of our our teachers are using their students classroom, formative and summative assessments as well as mCLASS progress monitoring, and NWEA data to inform their instruction for strategic and flexible groups for on-track instruction aligned to our pacing guides and areas of challenge for remediation, reteaching/review. Dashboard data indicates that our current drop out rate is 0%. The overall passing rate is 90%. Student incidents per 100 is less than 2. Our Out of School suspension have declined by 50% whereas our in-school suspensions, detentions and conflict-resolution practices have increased based on our MTSS measures that include instructive, corrective and restorative responses, skills building and restorative justice.

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

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

Now What? Materials to Support Improvement Planning

- ✓ CPS Balanced Assessment Framework & Assessment Models
- ✓ Assessment Design Toolkit
- ✓ Teacher Made Assessment Basics
- ✓ Grading principals and guidelines
- ✓ Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

Score

1   2   **3**   4

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.

Balanced assessment and grading are monitored through our CPS Gradebook and it includes various weights and measures: (1) Assignments=20%, (2) Homework=15%, (3) Class Participation=10%, (4) Quizzes=25%, and (5) Exams=30%. As an IB Word School we have a defined assessment policy that can be located in our Bouchet School Handbook (http://www.bouchet-brynmawr.cps.edu/ourpages/auto/2015/8/19/57359189/Bouchet_School_Handbook_2017to2018.pdf). Part of the policy states: At Bouchet International School, we believe that assessment and evaluation provide information that is diagnostic, formal, informal, formative, summative, authentic, varied, purposeful, and ongoing. As such, assessment and evaluation are collaborative, informative, student-centered, and used by our instructional staff to make more informed decisions about our collective and individual practices that are standards-based, age, and grade-level appropriate. We engage in sharing and exchanging information about assessment and evaluation with students, families, teachers, and stakeholders. This information is the foundation of schoolwide planning and implementation from year to year to meet the needs of all learners. With the focus our teachers work in grade level teams to develop Literacy and Math Deep Dives that are used across core content for Literacy, Mathematics, Science and Social Studies to align classwork, homework and assessment to our district/Network Pacing Guides and IB (PYP/MYP) units of instruction that are transdisciplinary and interdisciplinary. These components of teaching and learning are aligned to your year long scope an sequence for our district, Network and IB standards and practices known as the Programme of Inquiry (PYP) and the horizontal/vertical articulation (MYP). These documents are reviewed throughout the year and from year to year to refine our collective approaches to teaching and learning that includes data analysis of individual teacher gradebooks, data conversations about students performance data form a variety of measures that include, but are not limited to PARCC, NWEA, REACH Performance Tasks, Interim and End of Quarter Summative Assessments and teacher created formative/summative assessments/tasks throughout the school year. Under the guidance of our district leadership, school administration--working in collaboration with the ILT and various stakeholders, grading policies were developed and then monitored by the administration weekly for optimal implementation through IMPACT, dashboard and gradebooks. In comparing SY16-17 and SY17-18 On-Track data shows we are increased the number of students demonstrating success within both academics and SEL/attendance: SY17 (W5) 63% SY18 (W5) 66%, SY17 (W10) 61% SY18 (W10) 66%, SY17 (W15) 46% SY18 (W15) 56%, SY17 (W20) 44% SY18 (W20) 58%.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**

- Monitor students requiring and receiving targeted and intensive instruction/interventions.
- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  ○ **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  ○ **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life   6 of 6 complete

Culture for Learning:

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

Score

1   2   3   **4**

At Bouchet we have developed a series of Essential Agreements, Schoolwide Guidelines for Success and other affirmations for school from the professional learning community to our students and various stakeholders towards desired outcomes. A excerpt from our PLC Essential Agreement states:We agree to be: (1)A professional learning community that engages in supportive and shared leadership, collective work and responsibility, creative and divergent problem-solving, collaboration and curriculum development that considers varied approaches to teaching and learning that directly impact student achievement for ALL LEARNERS. (2) INQUIRERS of instructional innovation, KNOWLEDGEABLE about pedagogy, THINKERS that invite the same, COMMUNICATORS that share and exchange ideas, PRINCIPLED in our efforts to advocate for all learners, OPEN-MINDED about each other's perspectives, CARING about the human spirit, RISK-TAKERS who take action even in times of adversity, BALANCED in our understanding of the whole-child (academic and social), and REFLECTIVE in all that we seek to endeavor for ongoing schoolwide development. Our Schoolwide Guidelines for Success are: Be Ready, Be Responsible, Be Reliable and Be Respectful. Additionally, we have students to become active learners by setting goals for the year, reflecting on their learning throughout the years that includes attention given to their success, challenges and appropriate next steps that are developed collectively among various representative groups. We are rated as Strong under Supportive Environment on the SY17 5 Essentials report, we rated strong within Peer Support for Academic Work and Safety, and very strong in Academic Personalism and Student-Teacher Trust.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

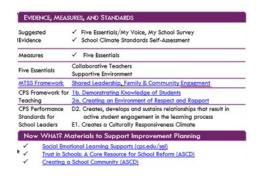| Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious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

Relational Trust:

	Score
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.	1 2 3 **4**

Bouchet seeks to build, sustain and expand our relational trust through a variety of measures that include, but are not limited to, the development of our schoolwide guidelines for success, essential agreements/classroom rules, teacher to students, and student to student discourse with accountable talk that have been integrated into many of our schoolwide professional development trainings and weekly grade level meetings. These practices invite students to assume an active role in their day to day interactions at school, shared responsibilities and recognition of the district Student Code of Conduct (SCC) for schoolwide/district regulation that serve as a guideline for civility. We are deliberate in our approaches to promote schoolwide guidelines for success. This includes CHAMPS posters that remind students about attendance goals and behavior expectations and ways to build positive relationships. Staff members utilize these posters both inside the classroom and in the hallways to promote a culture of learning throughout the school. According to our 5 Essentials Report 2017 in terms of a supportive environment our data reveals 78% (Peer Support 67%, Academic Personalism 99%, Safety 64% and Student-Teacher Trust 82%). According the aggregate data from the same source in the realm of students that agree/strongly agree their teacher(s) will: help me catch up if I am behind (93%), notice if I have trouble learning something (95%), gives me specific suggestions about how I can improve my work in this class (95%), and is willing to give extra help on schoolwork if I need it (91%).

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

We provide a wide variety of engaged learning and extracurricular activities for students that are carried out throughout the school year. Many of these activities are made possible by staff/mentors/coaches and sponsors for interactive learning that extends learning beyond the confines of our classrooms. At the beginning of the year, we conduct a survey to gauge student input and perspectives about schoolwide approaches to teaching and learning. We provide annual Family Literacy & Math Nights, Open House, Parent/Teacher and Student-Led conferences that afford the opportunity for discourse with various stakeholders about students achievement and ongoing plans to ensure sustainable success and growth. These elements of teaching and learning can be seen in our library media centers, technology lab, math and science inquiry labs, Peace Rooms, and day to day classroom interactions that are enriched with field experiences that reflect transdiciplinary themes in Preschool through such as: Who We Are, Where We Are In Place and Time, Sharing The Planet, and interdisciplinry focii in the 6-8th grade classrooms. Student are encouraged to think constructively, be inquires about the world around them, make conjectures about their learning and use what they have learned in their ongoing quest for learning. During schoolwide professional development that is provided throughout the year and in weekly grade level meetings, teachers have multiple opportunities to collaborate, develop/refine their IB unit plans, lesson plans and implementation w/enrichments that include filed-based learning experiences, students taking actions to make the world a better place because of those actions and discern how they can potentially impact the world around them for its betterment. According to our 5 Essentials Report, we scored 78% for providing a Supportive Environment. This included 67% for Peer Support for Academic Work, 99% for Academic Professionalism 99%, 64% in terms of Safety, and 82% for Student-Teacher Trust.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**

- Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
- The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
- There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.

- **Engage in discussions about current and controversial issues**.
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.

- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.

- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

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

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

- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1   2   **3**   4

According to our My Voice, My School Survey results, our school is "Well Organized". We have standard and enhanced daily operational measures in place that include regular monitoring of student movement before, during and after school for dismissal until the grounds are cleared. We adhere to the CPS Student Code of Conduct (SCC), MTSS and targeted interventions for students that are need of additional support due adverse situations such as being in a temporary living situation, abuse, violence, and other challenges as those circumstance warrant, to the extent that the school can assist or provide a referral should the given circumstances exceed our available resources. According to Chicago Police 3rd District Beat reports, crime in the South Shore area that surrounds Bouchet include aggravated assault, robbery, theft, rape, manslaughter, and murder. Be that as it may, our MVMS survery aggregated data probing reveals, that while students generally feel safe at school, the presence of the aforementioned concerns yield apprehension beyond the school in their day to day living circumstances.According to our 5 Essentials Report, School Safety is 54% (Neutral). Students reported that outside and around the school 6% do not feel safe, 29% feel somewhat safe, 31% feel mostly safe and 34% feel very safe. Travelling between home and school 6% do not feel safe, 24% feel somewhat safe, 28% feel mostly safe and 43% feel very safe. In the bathrooms at school 2% do not feel safe, 10% feel somewhat safe, 30% feel mostly safe and 58% feel very safe. In the hallways of the school 1% do not feel safe, 7% feel somewhat safe, 22% feel mostly safe, and 70% feel very safe. In their classrooms 0% do not feel safe, 2% feel somewhat safe, 14% feel mostly safe, and 84% feel very safe. In terms of Teacher Student-Trust, the 5 Essentials report reveals 82% of the students overall feel that the teachers: always keep their promises, they make students comfortable, they listen to students ideas and treat them with respect.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1   2   3   **4**

As an International Baccalaureate World School, Bouchet seeks to develop/refine and implement a variety of policies and procedures that are aligned to our CPS District, Network 12 and IB Standards and Practices. For complete review of our current policies, please visit our school website and the link for the Bouchet School Handbook at: http://www.bouchet-brynmawr.cps.edu/apps/pages/index.jsp?uREC_ID=279195&type=d. To this end we promote Least Restrictive Environments, inclusion and restorative justice as also referenced in our CPS, SCC and MTSS Guidelines. For example, as an alternative to Out-of-School Suspension, we offer the following measures, as indicated by the Chicago Public Schools, Student Code of Conduct (SCC), students that have committed offenses from Groups 3 or possibly higher are eligible for ISS at Bouchet International School if the following criteria are met: (1) The classroom teacher, student, parent(s)/guardian(s) and/or building administrator has documented previous interventions (e.g. Student Disciplinary Notice w/Reflection, Behavior Plan/Monitoring Log, previous Detention(s), and/or previous conferences held as a deterrent to the inappropriate student behavior. (2) Teacher completes a recommendation form for ISS that includes a plan for student skill building and missed assignments (classroom, homework and/or extended assignments if applicable). (3) The classroom teacher obtains administrative approval for the ISS. ISS can take place in one of two formats, either a half-day or a whole day. Our Bouchet International School ISS takes place three days a week on Monday, Wednesday and/or Friday or by a scheduled time during school hours that are arranged with the classroom teacher, an ancillary teacher or designee and the parent(s) of a given student. Once a student has been approved for ISS, the teacher will be informed via email. The staff member that is facilitating the ISS will pick up the student from the classroom between 9:15 – 9:30A. At that time the classroom teacher that made the recommendation for the ISS has the responsibility to compile classwork, homework and any other relevant assignments and resources needed by the student. This pick up time allows you to include the student in your attendance count in the morning and their return at the end of the day for dismissal. During ISS, the desired outcome is for the student to complete all given assignments as well as a skill building activity that is aligned to his/her infraction to promote corrective actions, reflection and a subsequent plan of action for more appropriate life choices. Additionally, we invite teachers to be a part of this process. If you have a break or prep throughout the time that your students is in ISS, we encourage you to come and speak with the student about the interventions you plan to implement together as a result of the given situation. This collective approach promotes shared responsibility, skill building, corrective action and restorative justice. The school takes precaution to ensure schoolwide safety by conducting random search and seizures according to CPS policies. We also monitor student social media access. We have personal relationships with our CPD Beat officers. They mediate, support and reinforce our CPS policies with regard to disciplinary actions that involve inappropriate students and sometimes their parents. Other forms of behavior intervention include: Before and After School Detention that includes the opportunity for the student to complete all given assignments as well as a skill building activity that is aligned to his/her infraction to promote corrective actions, reflection and a subsequent plan of action for more appropriate life choices. Detention is usually facilitated by the classroom teacher or a staff member that is seeking to help the student make corrective actions towards desired outcomes. Our restorative approaches to discipline have led to a 50% decrease in out of school suspensions and a 20% increase in school suspensions which have been extremely favorable in terms of instructional continuity and reinforcing schoolwide expectations for the climate and culture of learning.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

Parent and Family Partnership:

Score

1   2   **3**   4

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

Although parent engagement is less than 50%, we make every effort to make sure that our environment is hospitable and welcoming. We invite parents to all school-based activities. Parent/stakeholder partnerships at Bouchet include a wide range of possibilities from participation in the Local School Council (LSC), Parent Advisory Council (PAC), annual Back To School Carnival, Open House, parent workshops and seminars, Scholastic Book Fair, School Science Fairs, Spelling Bees, Family Literacy & Math Nights, Parent/Teacher/Student-Led Conferences, State of the School Address, International Festival, field trip experiences as chaperones, guest readers, and parent volunteers.During the 2017-2018 school year we had approximately 200 families attend the Back to School Carnival. For Open House we had 95 families that came for a meet, greet and preview of the school year with the staff. Teachers also held individual informal meetings with parents as a follow-up for those who were unable to attend the Open House. LSC and PAC meetings are held bi-monthly and the PAC often includes parent workshops about topics such as How to Support Your Child's Varied Approaches To Learning, Developing Mental Math and Close Reading. Our LSC meetings usually have a quorum and approximately 5-10 general audience participants representing various stakeholders. In fact, our LSC members frequently attend a wide variety of the aforementioned school events. Our report card pick ups average 90-100% teacher and staff participation with 35-50% parent participation that includes actual attendance as well as some conferences that take place before and after the event to accommodate working parents/families. Our school also supports 55 students who are in temporary living situations. This includes providing information resources, uniform assistance, coats and winter accessories as well as transportation assistance for those students and/or their parents based on their needs as applicable. Families have access to our school website: http://www.bouchet-brynmawr.cps.edu/, monthly calendars that are sent home with the students, teachers newsletters and periodic phone call reminders about important upcoming events, attendance alerts and other updates. Our school encourages ongoing two-way communication in school meetings, workshops, activities and through our school website portal--all of which provide a wide range of stakeholders with multiple points of access to share and exchange information. Additionally, we utilize the feedback we receive from students, parents and various other stakeholders in the My School, My Voice Survey to refine our CIWP, its ongoing updates and evaluation of schoolwide implementation towards our shared desired outcomes that impact students learning and achievement. Based on the SY17 5 Essentials report, we are rated very strong within Involved Families with very strong ratings under Teacher-Parent Trust, Parent Involvement in School, and Parent Influence on Decision Making in Schools.

Guide for Parent and Family Partnership

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

- Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

| 4 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 | 2 | 3 | 4 | 5 | ⊘ |

| 4 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 | 2 | 3 | 4 | 5 | ⊘ |

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

| 4 | Expectations for Quality & Character of School Life: Relational Trust | 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					
Based on our data trends for MOY and ongoing progress monitoring towards student performance, outcomes, our goals are attainable and reflect anticipated student growth targets in reading.	98.00	32.00	36.00	41.00	45.00
National School Growth Percentile - Math					
Based on our data trends for MOY and ongoing progress monitoring towards student performance, outcomes, our goals are attainable and reflect anticipated student growth targets in math.	80.00	73.00	81.50	83.50	85.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Based on our data trends for MOY and ongoing progress monitoring towards student performance, outcomes, our goals are attainable and reflect anticipated student growth targets for meeting and exceeding national average growth norms based on anticipated NWEA Spring to Spring projections.	63.90	53.50	55.50	59.50	63.00
African-American Growth Percentile - Reading					
As an IB World School we seek to build and sustain intentional instructional practices aligned to developing international mindedness, the integration of the IAAASC, rigor and relevance across all content areas with emphasis on literacy connections aligned to the CCSS and related subjects that meet the divergent needs of African-American students as our school demographics are predominantly African-American.	98.00	32.00	41.00	44.00	49.00
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 instructional approaches with regard to our Diverse Learners are directly aligned to that which is both and and grade level appropriate, aligned to CCSS, IEPs. MTSS and small group interventions with emphasis on reading along the learning continuum.	99.00	22.00	26.00	30.00	34.00
African-American Growth Percentile - Math					

As an IB World School we seek to build and sustain intentional instructional practices aligned to developing international mindedness, the integration of the IAAASC, rigor and relevance across all content areas with emphasis on mahtematics connections aligned to the CCSS and related subjects that meet the divergent needs of African-American students as our school demographics are predominantly African-American.	80.00	75.00	72.50	75.00	77.00

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 instructional approaches with regard to our Diverse Learners are directly aligned to that which is both and and grade level appropriate, aligned to CCSS, IEPs. MTSS and small group interventions with emphasis on math along the learning continuum.	37.00	97.00	83.50	85.00	87.00

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

Focused instructional practices that take into consideration the utilization of authentic and varied assessments to inform instructional delivery, adaptive teaching and small group intervention w/additional opportunities for students to take part in after school academic enrichment programs.	70.00	55.00	62.50	65.00	67.00

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

Focused instructional practices that take into consideration the utilization of authentic and varied assessments to inform instructional delivery, adaptive teaching and small group intervention w/additional opportunities for students to take part in after school academic enrichment programs.	43.00	46.00	58.00	62.00	66.00

National School Attainment Percentile - Reading (Grade 2)

Focused instructional practices that take into consideration the utilization of authentic and varied assessments to inform instructional delivery, adaptive teaching and small group intervention w/additional opportunities for students to take part in after school academic enrichment programs.	83.00	97.00	93.50	94.00	95.00

National School Attainment Percentile - Math (Grade 2)

Focused instructional practices that take into consideration the utilization of authentic and varied assessments to inform instructional delivery, adaptive teaching and small group intervention w/additional opportunities for students to take part in after school academic enrichment programs.	43.00	24.00	32.00	36.00	40.00

% of Students Making Sufficient Annual Progress on ACCESS

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

Average Daily Attendance Rate

We intentionally integrate schoolwide incentives for daily, weekly, monthly, quarterly and annual attendance that include field trips, recognition during daily schoolwide announcements and other acknowledgements during schoolwide programming and special events throughout the year and form year to year.	94.70	94.00	94.00	94.50	95.00

My Voice, My School 5 Essentials Survey

Well Organized	(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...
continue to refine the integration of IB Standards and Practices within the instructional block schedules with fidelity, while utilizing standards-based instructional strategies and best practices that integrate differentiated instruction to expand inquiry-based student engagement	teachers build, sustain and enhance student abilities - more divergent thinkers with analytical skills, abilities to discern complex texts, and engage in discourse that invites application and real-world connections	a minimum of 50% of our students in grades 3-8 on track within literacy and math on Dashboard, a minimum of 60% of our students in grades 3-8 meeting MOY NWEA growth targets, while a minimum of 75% of all 2-8th grade achieve at/above EOY NWEA attainment and K-2nd grade TRC and benchmarks.

Tags:
Instruciton

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Instructional Leadership Team (ILT) will meet to develop a rubric that will monitor the level of implementation regarding instructional practices aligning both District/Network requirements and IB Standards and Practices	ILT	Jun 4, 2018 to Jun 8, 2018	Not started

Instruction

Provide initial professional development with teachers regarding aligning instructional practices: instructional blocks, pacing maps, Gradual Release of Responsibility and IB Standards & Practices	Administration and IB Coordinators	Aug 27, 2018 to Aug 31, 2018	Not started

Instruction

Conduct monthly internal learning walks using the Instructional Practices Rubric developed within the ILT.	Administration and ILT	Sep 24, 2018 to Jun 19, 2020	Not started

Instruction

Weekly Grade Level Meetings will provide on-going teacher support and guidance towards full implementation of required instructional practices.	IB Coordinators and Teacher Teams	Aug 27, 2018 to Jun 19, 2020	Not started

Instruction

Monthly/Quarterly on-going professional development regarding implementing required instructional practices.	Administration & IB Coordinators	Aug 27, 2018 to Jun 19, 2020	Not started

Instruction

Engaging parents and community regarding school based instructional practices through month/quarterly communication (i.e. newsletters, workshops, etc.)	Administration & IB Coordinators	Sep 3, 2018 to Jun 19, 2020	Not started

Instruction

Strategy 2

If we do...	...then we see...	...which leads to...
create rigorous learning tasks that will allow students to not only think critically but also respond to and justify their thinking using content specific vocabulary aligned to both instructional standards (i.e. CCSS, NGSS, IL Learning Standards, etc.) and IB Standards and Practices	student persisting regularly within core instruction, cultivating their agency, authority, and identity, and demonstrating their capacity to make sense of the learning tasks through productive struggle.	a minimum of 50% of our students in grades 3-8 on track within literacy and math on Dashboard, a minimum of 60% of our students in grades 3-8 meeting MOY NWEA growth targets, while a minimum of 75% of all 2-8th grade achieve at/above EOY NWEA attainment and K-2nd grade TRC and benchmarks.

Tags:
Rigorous student tasks

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
The Instructional Leadership Team (ILT) will develop a rubric that will encompass the following when analyzing rigorous learning tasks: Depth of Knowledge (DOK), TRU Dimensions, and IB Standards and Practices	ILT	Jun 4, 2018 to Jun 11, 2018	Not started

Rigorous student tas

Initial professional development around the identification and use of rigorous learning tasks within instruction	Administration & IB Coordinators	Aug 27, 2018 to Aug 31, 2018	Not started

Rigorous student tasks

Professional development around blending Accountable Talk practices and other collaborative discussion strategies within rigorous learning tasks	Administration & IB Coordinators	Aug 27, 2018 to Aug 31, 2018	Not started

Rigorous student tasks

Conduct monthly internal learning walks using the Rigorous Student Learning Task Rubric developed within the ILT.	ILT	Sep 3, 2018 to Jun 19, 2020	Not started

Rigorous student tasks

Weekly Grade Level Meeting to provide on-going support and guidance around implementing the required rigorous student learning tasks.	IB Coordinators & Teacher Teams	Sep 3, 2018 to Jun 19, 2020	Not started

Rigorous student tasks

Monthly/Quarterly on-going professional development regarding implementing required rigorous student learning tasks.	Administration & IB Coordinators	Sep 3, 2018 to Jun 19, 2020	Not started

Rigorous student tasks

Strategy 3

If we do...	...then we see...	...which leads to...
design both formative and summative assessments aligned to planned IB Units/lesson plans, which consists of instructional standards (i.e. CCSS, NGSS, ILS, etc.) and IB Standards & Practices, that embed both high and low level questions which engages students within their capacity to respond critically to a given question inclusive of writing.	teachers being more effective in their capacity to implement core instruction based on short term (formative assessment) and long term (summative assessment) student performance data, which will decrease the amount of reteach/retake opportunities for students.	a minimum of 50% of our students in grades 3-8 on track within literacy and math on Dashboard, a minimum of 60% of our students in grades 3-8 meeting MOY NWEA growth targets, while a minimum of 75% of all 2-8th grade achieve at/above EOY NWEA attainment and K-2nd grade TRC and benchmarks.

Tags:
Balanced assessment and grading

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
The Instructional Leadership Team will review and adjust (if needed) the current Pre- & Post- Assessment Analysis Protocols. Potentially adjusting the protocols to incorporate IB Standards & Practices for assessment.	ILT	Jun 4, 2018 to Jun 11, 2018	Not started

Balanced assessment and grading

Initial Professional Development for teachers regarding analyzing planned student assessments against the protocols.	Administration & IB Coordinators	Aug 27, 2018 to Aug 31, 2018	Not started

Balanced assessment and grading

Monthly/Quarterly District & IB Assessment Training: Assessment Development, Implementation, and Grading	Administration & IB coordinators	Sep 3, 2018 to Jun 19, 2020	Not started

Balanced assessment and grading

5th & 10th Week Monitoring of summative assessments during Weekly Grade Level Meetings	Administration & IB coordinators	Sep 24, 2018 to Jun 19, 2020	Not started

Balanced assessment and grading

Regular monitoring of formative assessments during Weekly Grade Level Meeting.	Administration & IB Coordinators	Sep 7, 2018 to Jun 19, 2020	Not started

Balanced assessment and grading

Action Plan

Strategy 1

NOT STARTED

Provide initial professional development with teachers regarding aligning instructional practices: instructional blocks, pacing maps, Gradual Release of Responsibility and IB Standards & Practices"

Aug 27, 2018 to Aug 31, 2018 - Administration and IB Coordinators

Status history

Apr 27

NOT STARTED Apr 27, 2018
Evidence
Unit/Lesson Plans PD Agenda Sign-In Sheets

NOT STARTED

Weekly Grade Level Meetings will provide on-going teacher support and guidance towards full implementation of required instructional practices."

Aug 27, 2018 to Jun 19, 2020 - IB Coordinators and Teacher Teams

Status history

Apr 27

NOT STARTED

Apr 27, 2018
Evidence
Weekly Grade Level Meeting Agendas and Sign-In Sheets, Action Items and Notes/Reviews

NOT STARTED

Conduct monthly internal learning walks using the Instructional Practices Rubric developed within the ILT."

Sep 24, 2018 to Jun 19, 2020 - Administration and ILT

Status history

Apr 27

NOT STARTED

Apr 27, 2018
Evidence
Completed Rubric with Teacher Feedback

NOT STARTED

Instructional Leadership Team (ILT) will meet to develop a rubric that will monitor the level of implementation regarding instructional practices aligning both District/Network requirements and IB Standards and Practices"

Jun 04, 2018 to Jun 08, 2018 - ILT

Status history

Apr 27

NOT STARTED

Apr 27, 2018
Evidence
Instructional Practices Rubric and ILT Agenda

NOT STARTED

Monthly/Quarterly on-going professional development regarding implementing required instructional practices."

Aug 27, 2018 to Jun 19, 2020 - Administration & IB Coordinators

Status history

Apr 27

NOT STARTED

Apr 27, 2018
Evidence
PD Agenda, Sign-In Sheets, and PD evaluations

NOT STARTED

Engaging parents and community regarding school based instructional practices through month/quarterly communication (i.e. newsletters, workshops, etc.)"

Sep 03, 2018 to Jun 19, 2020 - Administration & IB Coordinators

Status history

Apr 27

NOT STARTED

Apr 27, 2018
Evidence
Newsletter, Workshop agenda, and Sign-In Sheets

Strategy 2

NOT STARTED

The Instructional Leadership Team (ILT) will develop a rubric that will encompass the following when analyzing rigorous learning tasks: Depth of Knowledge (DOK), TRU Dimensions, and IB Standards and Practices"

Jun 04, 2018 to Jun 11, 2018 - ILT

Status history

Apr 27

NOT STARTED	Apr 27, 2018

Evidence
Rigorous Learning Task Analysis Rubric, Agenda, Sign-In Sheet

NOT STARTED	Initial professional development around the identification and use of rigorous learning tasks within instruction"

Aug 27, 2018 to Aug 31, 2018 - Administration & IB Coordinators

Status history

Apr 27

NOT STARTED	Apr 27, 2018

Evidence
Unit Plans, Lesson Plans, Student Tasks, Agenda, Sign-In Sheet

NOT STARTED

Professional development around blending Accountable Talk practices and other collaborative discussion strategies within rigorous learning tasks"

Aug 27, 2018 to Aug 31, 2018 - Administration & IB Coordinators

Status history

Apr 27

NOT STARTED	Apr 27, 2018

Evidence
Unit Plans, Lesson Plans, Student Tasks, Agenda, Sign-In Sheet

NOT STARTED	Conduct monthly internal learning walks using the Rigorous Student Learning Task Rubric developed within the ILT."

Sep 03, 2018 to Jun 19, 2020 - ILT

Status history

Apr 27

NOT STARTED	Apr 27, 2018

Evidence
Completed Rigorous Learning Task Rubric with Teacher Feedback

NOT STARTED

Weekly Grade Level Meeting to provide on-going support and guidance around implementing the required rigorous student learning tasks."

Sep 03, 2018 to Jun 19, 2020 - IB Coordinators & Teacher Teams

Status history

Apr 27

NOT STARTED	Apr 27, 2018

Evidence
Meeting Agenda & Sign-In Sheets

NOT STARTED	Monthly/Quarterly on-going professional development regarding implementing required rigorous student learning tasks."

Sep 03, 2018 to Jun 19, 2020 - Administration & IB Coordinators

Status history

Apr 27

NOT STARTED   Apr 27, 2018
Evidence
Agenda & Sign-In Sheet

Strategy 3

NOT STARTED

The Instructional Leadership Team will review and adjust (if needed) the current Pre- & Post- Assessment Analysis Protocols. Potentially adjusting the protocols to incorporate IB Standards & Practices for assessment."

Jun 04, 2018 to Jun 11, 2018 - ILT

Status history

Apr 27

NOT STARTED   Apr 27, 2018
Evidence
Pre- & Post- Assessment Analysis Protocol

NOT STARTED   Initial Professional Development for teachers regarding analyzing planned student assessments against the protocols."

Aug 27, 2018 to Aug 31, 2018 - Administration & IB Coordinators

Status history

Apr 27

NOT STARTED   Apr 27, 2018
Evidence
Agenda and Sign-In Sheet

NOT STARTED   Monthly/Quarterly District & IB Assessment Training: Assessment Development, Implementation, and Grading"

Sep 03, 2018 to Jun 19, 2020 - Administration & IB coordinators

Status history

Apr 27

NOT STARTED   Apr 27, 2018
Evidence
Agenda and Sign-In Sheet

NOT STARTED   5th & 10th Week Monitoring of summative assessments during Weekly Grade Level Meetings"

Sep 24, 2018 to Jun 19, 2020 - Administration & IB coordinators

Status history

Apr 27

NOT STARTED   Apr 27, 2018
Evidence
Completed Assessment Protocol with Teacher Feedback

NOT STARTED   Regular monitoring of formative assessments during Weekly Grade Level Meeting."

Sep 07, 2018 to Jun 19, 2020 - Administration & IB Coordinators

Status history

NOT STARTED | Apr 27, 2018
Evidence
Completed Assessment Protocol with Teacher Feedback

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

○ ESSA Schoolwide Program

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

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

◉ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> Parents are surveyed during the year asking for their input on all aspects of the school. In addition the information from the My Voice, My School surveys are used to gauge what the parents think works well and what needs improvement.

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

School administration develops a calendar of bi-monthly meetings for parents in which the PAC meets. Flyers and calendars are sent to parents informing the parents of the meetings. The parent coordinator keeps track of parent attendance and provides incentives for parents who attend each meetings monthly in November 2017-2019, December 2017-2019, January 2018-2020, February 2018-2020, March 2018-2020, April 2018-2020, May 2018-2020, and June 2018-2020, The Principal Annual Title 1 meeting is held in September of each given school year and the PAC Organizational meeting is held in October of every given school year.

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.

An annual parent meeting is held discussing curriculum and student assessments. This information is also published on the school website.

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.

The parent coordinator will work with the school administration and parents to ensure all parents have opportunities to contribute to the progress of the school through meetings, discussions, surveys, and any other means needed.

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.

Interim progress report are sent home in the middle of each marking period to inform parents about the academic progress of their children. Additionally, parents have access to the CPS Parental Portal to view students grades, create grade triggers based on parameters they establish and communicate with teachers via email as they desire as yet another mode of communication.

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.

Parent meetings are held discussing curriculum standards, state, and local assessments. In addition, printed material in English and Spanish are sent home providing information regarding the local and state assessments.

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.

Parent meetings, handouts, and workshops are all held to help parents assist and work with their children.

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.

During professional development sessions all topics include parent involvement and communication. Training is provided to teachers on how to effectively communicate with parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The school administration ensures through monitoring that all programs are cohesive and work to stimulate student achievement and improvement.

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.

We have a variety of ways to share information with parent that include a monthly newsletter, Our School Handbook, school website, a Family Resource Guides, monthly school calendar, Back to School Packet, and weekly reminders as needed.

Policy Implementation Activities

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

☑
In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑

The school will coordinate the parent and family engagement programs identified in the CIWP.

☑

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

School-Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

We maintain high expectations for all members of the school community (students, parents, and staff). As educators we lay the foundation for college and career readiness. We strongly believe that all students will learn through rigorous and differentiated classroom instruction. Every child will have an equal opportunity to be educated in a safe and positive environment.

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.

Formal parent-teacher conferences are held the Wednesday after the 1st and 3rd quarter. There are also parent-teacher conferences held at anytime at the request of the teacher or the parent. Parents and teachers will be invited to the Annual Title 1 Meeting and State of the School Address held September 27, 2017 with a follow-up PAC Organizational planning meeting.

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

Progress reports are sent home during the 5th week of each quarter. In addition teachers call and write parents when there are concerns or questions about student progress.

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

Staff are accessible to parents everyday during morning preparation periods, after school, or during teacher preparation periods by appointment.

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.

Any parent volunteer in a classroom or the school. Parents wishing to volunteer must fill out the Chicago Public Schools volunteer packet, submit the packet to the school, and wait for security clearance from CPS.

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

Parents are expected to assist their children with homework, ensure their children are ready and prepared for school, and monitor academic and social progress of their child.

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 are able to participate in decision making through being in the LSC, PAC, and through discussions during parent meetings. In regards to decisions about individual students, parents work with the school administration and parents to make decisions that best serve the child(ren). Parents may attend scheduled LSC meetings held bimonthly: September 14, 2017, November 9, 2017, January 11, 2018, March 8, 2018 and May 19, 2018 as well as the Annual Title 1 Meeting on September 27, 2017 in conjunction with the Principal's Meeting and PAC Organizational meeting.

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 are provided with quarterly and yearly incentives for perfect attendance (Movie nights, awards, etc…). Teachers and administrators frequently discuss with students the importance of student responsibility in regards to improving academic achievement.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

The PAC will assist Bouchet School with increasing school wide attendance, parental involvement and with maintaining the IB certification by participating in IB parent meetings, school events, community involvement and outreach.

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.	$	500	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	1000	.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)	$	500	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	700	.00
54205	**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.	$	1500	.00
54565	**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.	$	16	.00
53510	**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 by used only by parents.	$	Amount	.00