



Belmont-Cragin Elementary School (/school-plans/27) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/04/2016	Teachers and Staff	CIWP Overview and Create Meeting Schedule

05/02/2016	Teachers in grades K-8, ISL and Administration	CIWP Priorities: Tier 2 and 3 Reading
05/09/2016	ILT Team	CIWP Strategies: Math for ELLs
05/04/2016	Pre-School Curriculum Team	CIWP Strategies : Reggio, Math
04/08/2016	Teachers and staff	MTSS: Front Row ED
03/07/2016	ILT	MTSS Behavioral Essentials
03/21/2016	Teachers Grades K-8	MTSS Academic Essentials for Differentiated Classroom
04/25/2016	ILT	Personalized learning environments: Guided Math
05/02/2016	Teachers Grades K-8	Assessment for Personalized Learning
05/16/2016	ILT	CIWP Review
05/11/2016	PPLC	CIWP: MTSS

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Utilizing the principles of branding we worked with the school community to develop a shared vision for the school. Administrative team accomplished this through stakeholder engagement in activities that reflected the vision. Stakeholders engaged in developing a blueprint for our school improvement. Our theory of action is that if we as school develop the capacity in others that helped them to shift their mindset aligned to school improvement through empathy, leadership, personalization and shared community ownership focused on the goals outlined in the school development plan our students will thrive.

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.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.

- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ 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

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The Instructional Leadership Team was initiated by the principal. The ILT meets bimonthly to analyze school-wide data, share best practices and identify areas for targeted improvement that are aligned to our Continuous Improvement Work Plan. The team uses the Google platform for simultaneous digital collaboration including virtual meetings (i.e. hangouts), resources, digitally interact and analyze school wide data. This common platform enables teacher leaders to spearhead action-based research to validate and inform instructional practices.

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
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
	B5. Supports Teacher Teams

Professional Learning:

Score

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

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The Professional Learning Community was initiated by our teachers. The weekly after school professional development meetings modeled after the Rick Dufour PLC framework grant teacher the time that is not available during the school day. During these meetings, staff collaborates using a variety of protocols that help us review student data and research based strategies that provide our students with school wide multi-tiered systems of supports. The PLC meetings provide a platform to consistently and proactively build teacher capacity, while they review student work and data to make adjustments to instruction.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

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This year, the financial challenge has forced us to become creative in order to help meet our students' needs. We have leveraged our enrollment to provide for additional funding for our 1:1 technology implementation in grades 3-8. To provide for more choice courses during the school day, our music teacher has written 3 grants to help supplement our music program, our science lab teacher has written 2 grants, others have partnered up with one another to write grants to help with supplies and materials, and our physical education teacher has written grants for sports equipment and has reached out to the Chicago Blackhawks for assistance.

All community partnerships that we have acquired align with our school mission and our blueprint for success. Administration incorporated grant writing as part of our professional learning for the staff and community. The goal for the future is to develop a core group of parents and staff to be part of a grant writing committee. All partnerships and grants are vetted to ensure they align with the school's blue print for success. I am also working to develop a solid rubric for this process. Currently we're actively seeking out partnerships to support the school.

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
Measures	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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We utilize the Common Core Standards, Illinois Early Learning Standards and our schools blueprint for school success to drive our work. Our vision is that personalized learning for our students will support their success. Instruction is driven by the core principles outlined in the Charlotte Danielson Framework. The following is a listing our strategies and resources we have aligned to our personalized learning model.

- Learner Profiles for every child
- Customized learning pathways for every student
- Project based Learning
- Small group instruction
- Flexible learning environments for students
- Social and Emotional learning, bilingualism and 1-1 devices for 21st Century classrooms
- Community partnerships to deepen pedagogy & reduce class size to advance student learning

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.

- Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP** (<http://apcentral.collegeboard.com/home>), **gifted** (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

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
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

Instructional Materials:

Score

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

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Teachers use the Creative Curriculum, Fountas and Pinnell, Everyday Math, Connected Math and Interactive Science for Tier 1 instruction.

We are a personalized learning school, which means that every child has either a chrome book or an iPad for instructional support. Teachers have access to projectors and Elmo document cameras for whole and small group instruction as well as tools for robotics.

Utilizing a variety of software programs (Thinkcerca, RAZ Kids, Khan Academy, ST Math, IStation, Front Row Ed, Duolingo, Edmodo and Class Dojo) to meet the needs and learning styles of all the students.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning**

and expression of knowledge.

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
- Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
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 Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

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

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At the outset of our work to innovate our school practices, instruction was highly traditional as classroom instruction was primarily teacher directed. Resource teachers and support staff also followed the traditional practice of working within narrowly defined niches: as examples, the music teacher only taught music and the physical education teacher only taught gym class. We determined that this traditional approach was limiting our ability to meet the individual needs of our students. Consequently, we endeavored to strategically redesign our schedule in order to maximize the instructional time of all our staff members. Another aspect of this change in schedule was the newly created capacity to expand teacher roles so that every teacher and staff member was able to contribute to our small group instruction. The music and physical education teachers also became Reading Specialists along with the other staff who began to take on additional responsibility in their newly defined roles. The first step in implementing this new procedure at our school was to look at test data, such as the BAS assessment, and provide guidance for placing students into their small reading groups. Eventually, we extended this process to the area of mathematics so that this year, students receive guided instruction in both reading and math.

A successful transition from a primarily, teacher-directed day to a day where students can work in small groups and independently requires the development of new habits of work. At the beginning of the school year, students practice routines and co-create shared agreements that ensure a safe environment. Students and staff members establish a single school culture where everyone shares similar and mutually agreed upon expectations. As a school with a strong foundation in social and emotional learning, the expectations are co-created and implemented through consistent class meetings and Ashoka Empathy classes that have been embedded into our instructional schedule. Students are intrinsically motivated and maintaining a safe learning environment is the responsibility both of students and staff members.

Using the social and emotional foundation, teachers are able to set high expectations for independent work habits through structures and routines such as Daily 5. The primary feature of the parallel block schedule in place is to support the flexibility required for multi-age grouping. A parallel block schedule blocks off times for content-specific instruction across multiple classrooms and or grades. In the past, we have had great success with this type of schedule with growth in literacy because students are able to receive instruction based on their strengths and needs without the limitations of the groups that might otherwise exist if the groups were only based on one class. In other words, a student in third grade is able to receive instruction in a multi-age group from a teacher or other trained staff member on a daily basis instead of in the group that most closely meets her/his needs from one classroom teacher based on availability. In the past, even the lowest performing students were only able to work in a small teacher-directed group a few times a week.

On weekly basis staff meets in teams to review progress of our students. We use the Google platform to analyzed shared data via Google sheets and we set goals based on the data. Every five weeks we collect, review, analyze and structure personal learning plans for the teachers and our students. In terms of our schools blue print for success the administrative meets weekly and develop our action plans based on our progress monitoring.

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 ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). 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
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

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

The students are the ones in control of their learning through their intrinsic motivation, individual interests, and learning needs with the support and facilitation of teachers, adults, peers, community partners, and parents. Students will take ownership of their individual pathways and will see how these are related to their own success.

It is common for our students to spend the majority of their lives within the radius of the community they live. However, it is our goal at BCS to provide our students with the resources to experience the rich cultures and diversities beyond their normal scope. Through the use of varied technological tools we will open the world to the classroom. Our goal is to enable our students to collaborate side-by-side with students from other schools, communities, and even students from other countries as a means to enhance their understanding of the world around them. Classes will visit rain forests, deserts, oceans, cities—even space stations. Ultimately, it is our desire to break down the physical barriers of school and provide real world experiences at the fingertips of our students.

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, 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 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.

- **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.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

1 2 **3** 4

Teachers are using Goalbookapp.com and Teaching Strategies GOld to plan and prepare lessons that are aligned to Common Core State Standards (CCSS) or Illinois Early Learning Standards that incorporate the Universal Design for Learning (UDL) principles that focus on maximizing learning opportunities for all learners through the following means: providing a variety of strategies and resources to help meet diverse learning needs, improving accessibility to learning opportunities, and increasing student success. The instructional targets are data informed using learner profiles and software platforms such as Frontrowed. Strategic use of these tools provides teachers and students with the monitoring tools needed to ensure flexible student groupings and competency based progression. This has been implemented with fidelity in accordance with the CPS Teaching Framework. Teachers are deepening their understanding of personalized learning by sharing ideas and participating in weekly planning meetings after school.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

The driving force our school uniqueness is our focus on individualized learning plans for all students. We draw from the principles fostered from Universal Design for Learning (UDL). We use tools and strategies that technologically driven to have on demand data that we can use to support every students learning needs. This aligns directly our mission.

Guide for Multi-Tiered System of Support

- **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)** (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in **Elementary School Promotion Policy (Board Report 09-1028-PO2)**.
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

1 2 3 4

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

Our goal is to transition away from a traditional teacher-led and paced model of instruction, in favor of a structure that promotes a flexible learning environment in regards to student choice. Students will progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. One example that demonstrates competency-based progression is guided reading where students demonstrate proficiency in one level before advancing to the next. Competency-based strategies provide flexibility in the way that grades can be earned or awarded, and provide students with personalized learning opportunities. Teachers are redefining the way students are assessed by using NWEA, BAS (Benchmark Assessment System), and ACCESS for ELLs for baseline data. Once established, teachers will have access to a gradebook that reflects standards-based grading to more accurately represent current student proficiency. As a result, academic mastery will be measured to reflect their true growth.

The instructional leadership team has adopted the graduation standards from the Great Schools Partnership. These standards have been posted in the pilot classrooms and are used to inform whole group instructional priorities.

These strategies include, but not limited to: online and blended learning, project-based and community-based learning, and intervention. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student.

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 (<http://www.udlcenter.org/aboutudl/udlcurriculum>) 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 (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

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

Administration has worked with the leadership team to develop a one page Personalized Learning Plan that highlights the goals, structures and tools and strategies to ensure that every student's learning plans are met. I leveraged parent meetings, staff professional development sessions, and our students to become well versed in how the Personalized Learning Plan connects to our day-to-day tactical work at the school. The plan directly connects to our mission, our blueprint for success and instruction.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 3 4

Our school is rated "Exemplary" for the CPS Supportive Schools Certification. Our Social and Emotional Leadership Team is also comprised of teacher leaders, support staff, community partners and the principal. This team meets on a monthly basis to ensure that teachers embed the SEL competencies (self-management, self-regulation, collaboration, etc.) are manifested in school and in daily life. This team assures that teachers incorporate empathy into action through thoughtful lesson planning. Our future plans include to integrate technology to afford every child a voice to help build their resilience. For example, a student who is shy or less popular gains the opportunity to participate and feel validated and accepted.

Guide for Relational Trust

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Students drive their own learning by cultivating habits of work through reinforcement and self-monitoring, becoming a self-directed learner who monitors progress on learner profiles. Each learner will be guaranteed small-group instruction with an opportunity to learn curriculum at the highest level possible. Students will not be confined to a specific space, but will have opportunities to learn in a variety of stimulating locations and modalities.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.

- Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
- Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning 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**

Students and adults feel physically, socially, intellectually and emotionally safe throughout the school. Policies and procedures emphasize proactive, instructive and restorative approaches to student behavior and minimizes punitive consequences.

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.
- **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
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

Restorative Approaches to Discipline:

Score

1 2 3 4

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

The school is implementing research based strategies to support social and emotional development for all students. The school implements a range of interventions to provide targeted and intensive support for SEL. There is a system of managing referrals and assigning students to interventions.

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.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - 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 continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

1 2 3 4

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Families perceive school staff as warm, inviting, and helpful and staff members understand the unique needs and strengths of each family. Every student has a trusting relationship with at least one adult in the school. Local residents and organizations are active participants in the school community. One program is the Metropolitan Family Services 21st Century Community Learning Center Program. Metropolitan Family Services plays a huge role in helping us to service our lowest performing students. The academic support our students receive during the after school program is like no other-- it is custom made to reflect the needs of our students. The program offers homework help, academic support in literacy and mathematics in a much smaller scale, 4 days a week and six weeks during the summer. During the after school program students are able to receive much more individual attention.

A second program is the Northwest Side Housing Center Parent Mentor Program. Parent mentors are assigned to classrooms where they are able to provide a variety of instructional supports to the classroom teacher, especially the critical one-on-one work with children who are academically behind their grade level. The Parent Mentor Program offers a variety of benefits to parents, who learn how the U.S. school system works, build skills necessary to enter the workforce, and develop the ability to be leaders in their community. Since the program started in September 2014, we have benefited from much greater parental involvement, improvements in student attendance and achievement, and more deliberate and effective partnerships between teachers, parents and students.

Families are our greatest asset, and partnering with Metropolitan Family Services and the Northwest Side Housing Center is helping parents become community leaders and students become lifelong learners. All working together, we will transform early education and the community.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Even with the longer school day and a high student attendance rate, we are not content with our students' progress and attainment. We have tackled this challenge by implementing a balanced literacy approach to reading instruction. Students are able to receive individualized support for literacy using the Leveled Literacy Intervention and Okapi during small group instruction.	66.00	71.00	76.00	80.00
National School Growth Percentile - Math				
In 2014, we saw a huge decline in student performance due to a lack CCSS curricular supports in the classroom. Teachers have transitioned to implement more of a personalized approach to math instruction to facilitate those CCSS shifts. Students receive individualized support during small group instruction with guided math and ST Math for intervention.	15.00	42.00	48.00	53.00
% of Students Meeting/Exceeding National Ave Growth Norms				
We are using a personalized learning model to close the gaps in instruction and accelerate student achievement in reading and math.	50.60	(Blank)	55.00	60.00
African-American Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
School has a large English learner population that requires addition support for English language development. We will use Istation as an intervention to help students meet their goals. Teachers are also exploring additional interventions, such as Estrellita and Orton Gillingham for phonemic awareness and fluency.	75.00	75.00	80.00	85.00
English Learner Growth Percentile - Reading				
We will continue to implement a personalized learning model to help meet our students' needs. As well use guided reading, LLI, and Istation as an intervention. We have bilingual and ESL certified teachers, and teachers who are finishing their classes.	(Blank)	43.00	47.00	55.00
Diverse Learner Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
African-American Growth Percentile - Math				
N/A	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				

School has large English Learner population that requires support for English language development. We will continue to implement guided reading, use Stmath, guided math, and math talks to help meet our academic and language needs.	17.00	44.00	50.00	56.00
English Learner Growth Percentile - Math				
We will continue to implement guided math throughout all grades levels, and use STMath as an intervention to help English language learners meet their goals.	(Blank)	22.00	30.00	40.00
Diverse Learner Growth Percentile - Math				
N/A	(Blank)	(Blank)	0.00	0.00
National School Attainment Percentile - Reading (Grades 3-8)				
Teachers in grades K-8 BAS their students every 5 weeks for tier 2 students and every 10 weeks for tier 1. We will continue to implement a personalized learning model throughout grades 3-8; while using Istation, LLI, guided reading, and ThinkCerca to help our students meet their target goals. Teachers will also use their students' NWEA spring and fall data to help inform their instruction.	31.00	46.00	50.00	60.00
National School Attainment Percentile - Math (Grades 3-8)				
Teachers will continue to implement guided math in their classrooms, use math talks to help understand their student's thinking, and orally assess their what they know. Teachers will also use their student's NWEA to help to inform their instruction, as well as use Stmath as an intervention tool.	21.00	28.00	35.00	40.00
National School Attainment Percentile - Reading (Grade 2)				
Teachers BAS students in grades K-8 every 5 weeks, and re-arrange groups depending on their students' levels and needs. As an intervention tool teachers use LLI, and Istation. We will also continue to implement a personalized learning model to help meet our students at their level.	36.00	93.00	60.00	70.00
National School Attainment Percentile - Math (Grade 2)				
Teachers will continue to implement guided math, math talks, and use Stmath as an intervention to help students meet their needs.	50.00	81.00	60.00	70.00
% of Students Making Sufficient Annual Progress on ACCESS				
We have bilingual and ESL certified teachers in grades K-8 that will help our students in english language development.	32.10	37.60	44.00	50.00
Average Daily Attendance Rate				
We will continue to make daily attendance a priority. We will continue to call parents to inform them that their children are absent, make house calls for students who are chronically absent, and celebrate students who come to school on daily basis.	95.10	95.80	96.00	97.00
My Voice, My School 5 Essentials Survey				
N/A	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

utilize assessment to measure learning progress consistently (i.e. checking for understanding, reteaching) during the instructional process.

...then we see...

informed instructional adjustments, teaching practices, and academic support for Tier 2 and 3 students

improved student and teacher accountability for the learning

...which leads to...

increased student mastery and of completion of Math and Literacy SQRP targeted goals.

Tags:

Grading policy, Academic learning, Grades

Area(s) of focus:

1, 2

Action step [?]

Responsible [?]

Timeframe [?]

Evidence for status [?]

Status

Professional Development for teachers for Understanding by Design and Growth Mindset

Jorge Melgar
Assistant Principal
Celia Hernandez
Assistant Principal

Sep 6, 2016 to
Jul 10, 2017

Peer review of unit plans and embedded performance tasks

REACH Observation data that reflects improved practices for Domains 1-3

Not started

Professional development, 21st century skills, Assessment design, EI learners, Early childhood

Revise Common pacing guides for math instruction in grades Pre-K through 8.

Math Lead Teachers and Administrators

Aug 1, 2016 to
Sep 2, 2016

Teacher will have a guide to frame the team's work that are aligned to the Common Core Standards and Illinois Early Learning Standards for Math.

On-Track

Common core state standards, Pacing guide, Early childhood

Develop Common assessments and a schedule for administering them.

Grade level teachers, Math teacher leaders, Principal(Schedule)

Sep 5, 2016 to
Jun 22, 2018

Formative and summative assessments with data the team can analyze to progress monitor of SQRP Math Targets

On-Track

Assessment, Common core state standards, Common planning time

Engage in consensus scoring and analyze formative math data (Mars Tasks, ST Math, etc)

Grade level teachers, Assistant principals

Sep 5, 2016 to
Jun 20, 2018

Analysis of student work tool

Grade book data that reflects reteaching and acceleration of math targeted goals.

On-Track

Analysis of data, progress monitoring, rit instruction, small group instruction

Make revisions to instruction and curriculum and form intervention groups for guided reading and math every two weeks.

Grade level teachers PreK-8

Sep 12, 2016 to
Jun 22, 2018

Lesson plans that reflect interventions for students, in particular diverse learners and english learners.

Schedule for guided reading and Math

Dashboard data that reflects improved On track rates.

On-Track

Sped, Academic mtss, Bilingual education

Use of Spanish literacy assessment tools (IDEL, TRC Spanish, etc)to inform conferring and teaching points for continued improvement.	Bilingual program teachers	Sep 5, 2016 to Jun 15, 2018	MClass Reports Running Records Lesson Plans with reteaching included Grade book data	On-Track
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Assessment, Dual Language, Bilingual education

Use of Professional Texts, English literacy assessment data to inform teaching points and improve conferring strategies for facilitating student mastery.	Classroom teachers PreK-8	Oct 10, 2016 to Jun 12, 2017	Conferring notes ASW Tools Quarterly Benchmark Data	On-Track
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Literacy/Reading, Assessment

Strategy 2

If we do...

Implement a personalized learning model for all students using the LEAP Framework .

...then we see...

customized, flexible learning environments
learner led, learner paced activities and learner profiles for every student

...which leads to...

Improved growth & attainment in Reading and Math scores on SQRP

Tags:

MTSS, Personalized Learning, 21st century skills

Area(s) of focus:

1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Continue professional development calendar for staff that includes Personalized Learning and the Reggio Approach.	Leap Innovations Jorge Melgar, Assistant Principal Celia Hernandez, Assistant Principal Teacher leaders	Sep 5, 2016 to Jun 22, 2018	Reach evaluation data that reflects those improved teacher practices. Quarterly surveys from Leap Innovations Peer observation results	On-Track

Personalized Learning, Bilingual education, Reggio approach

ILT works with teachers to create learner profiles for customized of each student.	ILT, Classroom teachers	Aug 29, 2016 to Jun 4, 2018	Learner profiles are updated every 5 weeks through conferring sessions with the teacher, parent mentor or cross age buddy	On-Track
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21st century skills, Learning styles, Learner profile

Classroom redesign for whole, small and individual learning Social modeling for students to use in these environments to enhance their learning	Classroom teachers	Aug 28, 2016 to Sep 30, 2016	<p>Student ownership in maintaining the learning environment Walls that reflect support for Academic vocabulary for English Learners</p> <p>Assistive technology Supports for Diverse learners</p> <p>Students have the opportunity to learn anytime and anyplace</p> <p>Improved results on the My Voice, My School survey</p>	On-Track
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Personalized Learning, Learning centers

Implement the Common Sense Media curriculum for digital citizenship.	Classroom Teachers grades K-8	Sep 5, 2016 to Oct 28, 2016	<p>Unit assessment data</p> <p>Students behaving safely, and participating responsibly in our digital world.</p>	On-Track
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21st century skills

Consistently adjust Tier 1 biliteracy instruction to meet the academic and linguistic demands of grade level standards	Bilingual Teachers	Sep 5, 2016 to Jun 22, 2018	<p>Lesson plans</p> <p>Student work</p> <p>Progress monitoring data</p> <p>Classroom environment Enhance Curriculum</p>	On-Track
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MTSS, Personalized Learning, Bilingual education

Refine and differentiate effective language acquisition strategies, which include visuals (i.e. color coding, realia), language supports (i.e. sentence stems and frames), and physical supports (i.e. TPR).	Bilingual Teachers	Sep 5, 2016 to Jun 22, 2018	<p>Lesson Plans</p> <p>Reach informal and formal observation data</p> <p>Peer observation data</p> <p>Thinking Maps</p>	On-Track
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Personalized Learning, Differentiated instruction, Bilingual education

Purposefully plan for language within content instruction using MPIs and language objectives in accordance to the CAP (Curriculum Articulation Plan)	Bilingual Teachers	Sep 5, 2016 to Jun 22, 2018	Lesson Plans	On-Track
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Bilingual education

Co-teach using the 5 models of Co-teaching	Diverse Learner and General Education Teachers	Oct 3, 2016 to Jun 22, 2018	Co-teaching rubric results Teacher and Student Survey data on My Voice My School Improved growth metrics on SQRP for subgroups Professional Development for teachers of the 4 Models	On-Track
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Diverse Learners, Personalized Learning, Professional development, Co-teaching

Utilize two planning periods (outside of principal directed day) to co-plan. To effectively use formative assessments, teachers can meet on Thursdays and Fridays when school is in session.	Classroom teachers	Oct 3, 2016 to Jun 4, 2018	Co-teaching Lesson plans Curriculum Meeting Agendas Student data Gradebook	Not started
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Professional Learning, Formative assessments, Planning for instruction

Devote time to engage in professional development on co-teaching to deepen our understanding, reflect upon, and clear up misconceptions	Diverse learner teachers, General education teachers and Case Manager	Sep 5, 2016 to Jun 19, 2017	Professional Development agendas Common planning time on schedule	On-Track
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Professional Learning, Co-teaching

Administer Pre-assessment to determine the students' levels of proficiency in a particular skill (reading fluency, math computation, etc.)	Classroom teachers	Sep 5, 2016 to Jun 18, 2018	Guided instructional groups Grade Book Student learner profiles (TRC& BAS student files) Teaching Strategies Gold(PreK)	On-Track
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Professional development, Multiple measures for screening, diagnosing, and progress monitoring

Teach by student level (small group instruction). Those with higher levels are given higher level thinking questions while struggling students are given high-level thinking activities with additional supports (more problems modeled, more skills broken down by steps, more resources such as manipulatives, more time working under teacher supervision). Teachers will also receive additional summer professional development in literacy that will support small group instruction.	Classroom teachers	Oct 3, 2016 to Jun 11, 2018	With summative evaluation every 2 weeks Teaching Strategies Gold documentation (PreK)	On-Track
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Analysis of data, progress monitoring, rit instruction, small group instruction

Continue to participate in professional development for Math with Erickson(PreK), DePaul (K-8) and Leap Innovations.

Classroom Teachers

Sep 19, 2016 to
Aug 26, 2018

Coaching logs
Cycles of Learning
Peer Observation Reports
Teacher Lesson Plans

On-Track

Math, Personalized Learning, Professional development

Strategy 3

If we do...

Enable learners to take ownership of their learning so that it can dynamically adjust to their skills, curiosity and goals

...then we see...

Students are interested and engaged in learning, invested in their school, and contributing to their community.

...which leads to...

Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance to 96% and engagement with the school.

Tags:

Student engagement, Student voice

Area(s) of focus:

3

Action step ⓘ

Offer tools to help learners identify their own interests, strengths, needs and preferences (e.g., learner profiles, checklists, reflection exercises)

Responsible ⓘ

SEL Leadership team

Timeframe ⓘ

Sep 5, 2016 to
Jun 18, 2018

Evidence for status ⓘ

Updated learner profiles based on student interests , academic data and parent survey

Student interviews and documentation (PreK)

Status

On-Track

Student engagement, Learning styles, Learner profile

Provide students with choice regarding mastery of academic content.

Classroom teachers

Nov 6, 2016 to
Jun 11, 2018

Learner choice menus for literacy and math

Marzano Rubrics for mastery of content Standards.

Documentation panels and portfolios (PreK)

On-Track

Project-based learning, Differentiated instruction, Student engagement

Allow students to have voice and take action to improve their school community.

Classroom Teachers

School Administration

Counselor

Sep 5, 2016 to
Jun 18, 2018

Class meetings

Student Ambassadors

Askoka Change Maker projects

Everyone Matters Day

Think Give reports

Supplies for Dreams mentoring

On-Track

Student council, Student voice, engagement, Social and emotional learning

Staff will use the PERTS Mindset Toolkit from Stanford University to inform their practices

Provide professional development, including book study, self assessment and peer observation to facilitate a "growth mindset" with the students.

Principal
Assistant Principal
Grade level
Teachers

Aug 30, 2016 to
Jun 12, 2017

Self assessment

Peer Observation Data

5 Essentials Data

Improvement in student agency

NWEA Growth in Reading and Math

96% Attendance goal met

On-Track

Student engagement, Growth mindset

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Professional Development for teachers for Understanding by Design and Growth Mindset Tags: Grading policy, Academic learning, Grades, Professional development, 21st century skills, Assessment design, EI learners, Early childhood	Jorge Melgar Assistant Principal Celia Hernandez Assistant Principal	Sep 6, 2016	Jul 10, 2017	Not started
+ Revise Common pacing guides for math instruction in grades Pre-K through 8. Tags: Grading policy, Academic learning, Grades, Common core state standards, Pacing guide, Early childhood	Math Lead Teachers and Administrators	Aug 1, 2016	Sep 2, 2016	On-Track
+ Develop Common assessments and a schedule for administering them. Tags: Grading policy, Academic learning, Grades, Assessment, Common core state standards, Common planning time	Grade level teachers, Math teacher leaders, Principal(Schedule)	Sep 5, 2016	Jun 22, 2018	On-Track
+ Engage in consensus scoring and analyze formative math data (Mars Tasks, ST Math, etc) Tags: Grading policy, Academic learning, Grades, Analysis of data, progress monitoring, rit instruction, small group instruction	Grade level teachers, Assistant principals	Sep 5, 2016	Jun 20, 2018	On-Track
+ Make revisions to instruction and curriculum and form intervention groups for guided reading and math every two weeks. Tags: Grading policy, Academic learning, Grades, Sped, Academic mtss, Bilingual education	Grade level teachers PreK-8	Sep 12, 2016	Jun 22, 2018	On-Track
+ Use of Spanish literacy assessment tools (IDEL, TRC Spanish, etc)to inform conferring and teaching points for continued improvement. Tags: Grading policy, Academic learning, Grades, Assessment, Dual Language, Bilingual education	Bilingual program teachers	Sep 5, 2016	Jun 15, 2018	On-Track
+ Use of Professional Texts, English literacy assessment data to inform teaching points and improve conferring strategies for facilitating student mastery. Tags: Grading policy, Academic learning, Grades, Literacy/Reading, Assessment	Classroom teachers PreK-8	Oct 10, 2016	Jun 12, 2017	On-Track
+ Continue professional development calendar for staff that includes Personalized Learning and the Reggio Approach. Tags: MTSS, Personalized Learning, 21st century skills, Personalized Learning, Bilingual education, Reggio approach	Leap Innovations Jorge Melgar, Assistant Principal Celia Hernandez, Assistant Principal Teacher leaders	Sep 5, 2016	Jun 22, 2018	On-Track
+ ILT works with teachers to create learner profiles for customized of each student. Tags: MTSS, Personalized Learning, 21st century skills, 21st century skills, Learning styles, Learner profile	ILT, Classroom teachers	Aug 29, 2016	Jun 4, 2018	On-Track
+ Classroom redesign for whole, small and individual learning Social modeling for students to use in these environments to enhance their learning Tags: MTSS, Personalized Learning, 21st century skills, Personalized Learning, Learning centers	Classroom teachers	Aug 28, 2016	Sep 30, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
+ Implement the Common Sense Media curriculum for digital citizenship. Tags: MTSS, Personalized Learning, 21st century skills, 21st century skills	Classroom Teachers grades K-8	Sep 5, 2016	Oct 28, 2016	On- Track
+ Consistently adjust Tier 1 biliteracy instruction to meet the academic and linguistic demands of grade level standards Tags: MTSS, Personalized Learning, 21st century skills, MTSS, Personalized Learning, Bilingual education	Bilingual Teachers	Sep 5, 2016	Jun 22, 2018	On- Track
+ Refine and differentiate effective language acquisition strategies, which include visuals (i.e. color coding, realia), language supports (i.e. sentence stems and frames), and physical supports (i.e. TPR). Tags: MTSS, Personalized Learning, 21st century skills, Personalized Learning, Differentiated instruction, Bilingual education	Bilingual Teachers	Sep 5, 2016	Jun 22, 2018	On- Track
+ Purposefully plan for language within content instruction using MPIs and language objectives in accordance to the CAP (Curriculum Articulation Plan) Tags: MTSS, Personalized Learning, 21st century skills, Bilingual education	Bilingual Teachers	Sep 5, 2016	Jun 22, 2018	On- Track
+ Co-teach using the 5 models of Co-teaching Tags: MTSS, Personalized Learning, 21st century skills, Diverse Learners, Personalized Learning, Professional development, Co-teaching	Diverse Learner and General Education Teachers	Oct 3, 2016	Jun 22, 2018	On- Track
+ Utilize two planning periods (outside of principal directed day) to co-plan. To effectively use formative assessments, teachers can meet on Thursdays and Fridays when school is in session. Tags: MTSS, Personalized Learning, 21st century skills, Professional Learning, Formative assessments, Planning for instruction	Classroom teachers	Oct 3, 2016	Jun 4, 2018	Not started
+ Devote time to engage in professional development on co-teaching to deepen our understanding, reflect upon, and clear up misconceptions Tags: MTSS, Personalized Learning, 21st century skills, Professional Learning, Co-teaching	Diverse learner teachers, General education teachers and Case Manager	Sep 5, 2016	Jun 19, 2017	On- Track
+ Administer Pre-assessment to determine the students' levels of proficiency in a particular skill (reading fluency, math computation, etc.) Tags: MTSS, Personalized Learning, 21st century skills, Professional development, Multiple measures for screening, diagnosing, and progress monitoring	Classroom teachers	Sep 5, 2016	Jun 18, 2018	On- Track
+ Teach by student level (small group instruction). Those with higher levels are given higher level thinking questions while struggling students are given high-level thinking activities with additional supports (more problems modeled, more skills broken down by steps, more resources such as manipulatives, more time working under teacher supervision). Teachers will also receive additional summer professional development in literacy that will support small group instruction. Tags: MTSS, Personalized Learning, 21st century skills, Analysis of data, progress monitoring, rit instruction, small group instruction	Classroom teachers	Oct 3, 2016	Jun 11, 2018	On- Track
+ Continue to participate in professional development for Math with Erickson(PreK), DePaul (K-8) and Leap Innovations. Tags: MTSS, Personalized Learning, 21st century skills, Math, Personalized Learning, Professional development	Classroom Teachers	Sep 19, 2016	Aug 26, 2018	On- Track
+ Offer tools to help learners identify their own interests, strengths, needs and preferences (e.g., learner profiles, checklists, reflection exercises) Tags: Student engagement, Student voice, Student engagement, Learning styles, Learner profile	SEL Leadership team	Sep 5, 2016	Jun 18, 2018	On- Track
+ Provide students with choice regarding mastery of academic content. Tags: Student engagement, Student voice, Project-based learning, Differentiated instruction, Student engagement	Classroom teachers	Nov 6, 2016	Jun 11, 2018	On- Track
+ Allow students to have voice and take action to improve their school community. Tags: Student engagement, Student voice, Student council, Student voice, engagement, Social and emotional learning	Classroom Teachers School Administration Counselor	Sep 5, 2016	Jun 18, 2018	On- Track

District priority and action step	Responsible	Start	End	Status
+ Staff will use the PERTS Mindset Toolkit from Stanford University to inform their practices Provide professional development, including book study, self assessment and peer observation to facilitate a "growth mindset" with the students. Tags: Student engagement, Student voice, Student engagement, Growth mindset	Principal Assistant Principal Grade level Teachers	Aug 30, 2016	Jun 12, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

NCLB Program

☒ NCLB 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.

☒ NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

Belmont-Cragin School held their organizational meeting on October 12, 2016 to review parental involvement and policy in the scope of PAC, BAC, and LSC. In addition, the school informed parents about the role of the PTA. During this meeting, principal and parents make additions to the parent involvement policy.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

Belmont-Cragin School held their Annual title 1 Informational meeting on September 23, 2016. The PAC organizational meeting was held on October 12, 2016. After initial general meeting, administrators and committee officers schedule monthly meetings for the duration of the school year. Announcement of meetings are included in the monthly calendar that is distributed to all families at the beginning of the month; in the monthly bulletin; and in separate flyers. Agendas are posted at the doors. PAC officers will attend cluster meetings and other district scheduled activities and will report at the PAC and LSC meetings every month.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

School will provide parents with information monthly via newsletters and during the State of the School Address presentations that occur twice a year. NWEA Parent Reports will be sent as available by state and preferably to be distributed during Fall Report Card Pick-up to give teacher a better opportunity to explain the results in a meaningful and personalized manner. School anticipates that more parents will take advantage of the Parent Portal and the NWEA parent reports for ongoing review of their child's progress.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

As per above, parents will have the opportunity to participate actively in monthly PAC meetings. Parents will be informed in the calendar, bulletin, flyers, and posted agenda. In addition, principal will maintain open door policy for parents to share more individual questions regarding their own children's progress. Principal will conduct quarterly coffee chats with parents in both buildings to share information and receive input from the community.

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.

School will provide parents with learner profiles that include information on their state tests in Reading, Math and Science. This information will be used to create small groups for individualized instruction.

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.

Principal will follow procedures as determined by law by sending letters in a timely manner and notifying parents who request such information. At this point, all staff at the school is deemed highly qualified as per state review.

Schools will assist parents of participating NCLB 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.

The school will assist parents with the Common Core State Standards as well as the PARCC Assessment. PARCC Parent Reports will be sent as available by state and preferably to be distributed during Fall Report Card Pick-up to give teacher a better opportunity to explain the results in a meaningful and personalized manner. School anticipates that more parents will take advantage of the Parent Portal and the NWEA parent reports for ongoing review of their child's progress.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

School, in conjunction with parent committee officers, will invite guests to make presentation for parents regarding community resources, preparation for testing, violence prevention and gang awareness, immigration, and much more. Every year, the school will plan personalized learning workshop for parents. At that time, parents will be given strategies to help their children at home with homework, how to access ISBE site, Study Island for practice, and school information. School purchases student agendas every year, a way for students to organize their assignments, and for parents to follow up on their children's homework and projects. Parents are informed during Open House of this valuable resource, and are reminded again as academic conferences about children at risk occur. School will partner with Metropolitan Family Services to provide workshops for parents in the area of mental health.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Staff and parents will collaborate in educating their children. To that effect, staff will continue to organize Open House in the fall; workshops with parents throughout the year; Report Card Pick-up with follow up on conferences as required; 8th grade meetings; K through 8th grade individual conferences with parents, students, teachers, and principal to develop and communicate Individual Remediation Plan for students at risk of not meeting promotion criteria; and other. Parents assist school by running the fall and spring book fairs and other motivational or culminating activities throughout the year.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

The Belmont-Cragin Early Childhood Center is part of the school, a separate branch with 340 students in three 2.5-hour shifts. The program is a Reggio inspired and funded by Preschool For All, therefore the program includes parent-teacher conferences, parent-child activities, parent meetings, and the like. Parents are encouraged to volunteer in the classrooms and they take full advantage of this opportunity as evidenced in visits to the classrooms. Each day, parents and care takers sign children in and help their children with morning routine, giving the staff opportunities to interact and parents to see their own children's progress. Students take frequent field trips in which parents participate.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information will be posted on the school website as well as sent to parents - calendar, newsletter, report cards, flyers, agendas, and other in both English and Spanish. Parent meetings and other sessions are conducted in both languages. In addition, information from district, like NCLB high qualified letters, and other is sent home in the language provided.

Policy Implementation Activities

- ☒ The LSC will approve the school improvement plan and monitor the CIWP.
- ☒ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- ☒ The school will coordinate the parent involvement programs identified in the CIWP.
- ☒ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

NA

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.)

With a foundation built upon biliteracy, cultural awareness, and innovation, Belmont-Cragin will foster a student-centered, student-led pathway to success for every child. Based on Social Emotional Learning (SEL) competencies, the language proficiency of our students, and individual students' modalities of learning we that will cultivate 21st Century learners. We will achieve this through the data informed decisions from the learner profiles, teacher-student selected pathways, strategic use of software platforms, small group, one-on-one instruction in flexible learning environments, and ongoing feedback that will drive student success.

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.

School will hold parent-teacher conferences twice a year as per district calendar (Fall - first quarter; and Spring - third quarter). Report cards will also be distributed to students during third and fourth quarters. Early Childhood Center will have parent conferences in conjunction with parent-child activities. Parents participate actively in the Response to Intervention process as required.

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

In addition to quarterly report cards, parents will be encouraged to hold conferences with their children's teachers upon receipt of mid-quarter progress reports and second quarter report cards, especially for students deemed at risk based on their grades. Finally, school will develop student Individual Learner Profiles for students. The plan will include strategies for successful promotion for each grade level..

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

Parents receive letters from their children's homeroom teachers at the beginning of the year which indicate days and times when teachers are available to meet. Parents have access to staff emails and school phone number so that they can leave messages when teachers are in class. During Fall Open House, parents visit their children's classrooms, learn about curriculum and best practices, and once again, when teachers are accessible to parents for direct communication.

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

All parents are encouraged to become volunteers at the school, at the capacity that they are able to serve - observing/helping in the classroom, attending parent meetings/workshops, volunteering as field trip chaperones, and much more. Parents are given volunteer applications for clearance from central office - as required. Some parents currently serve as Parent Mentors. During special activities organized by the school, Northwestside Housing Center Metropolitan, BAC, PAC or PTA, parents take active roles in organization and implementation, working on par with staff members.

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

Staff encourages all parents to monitor their children's homework by checking/signing their agendas/organizers. Younger students in kindergarten and first grade use home/school communication folders which parents use consistently throughout the year. These primary teachers have several parent meetings/training sessions - in addition to the district conference dates - where use of communication folders are stressed. Upper grade teachers, counselor, and administrators hold Eighth Grade Parent Meetings to go over promotion policy, student expectations, high school application processes, and special activities. At that time, attendance and academic performance are stressed. Parents participating in the MTSS Process are given specific strategies to help their children at home as the school implements curricular and/or behavioral interventions. Throughout the year during monthly BAC,PAC and PTA meetings, principal and bilingual lead teacher inform parents on achievement and general ways to help their children at home. Members of the Local School Council will participate in those meetings to model for parents strategies they can use to assist their children academically and socially.

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

Principal maintains a truly open-door policy to welcome parents, staff, and students - a wonderful avenue to take a pulse of the school as a whole. Parents are encouraged to contact their children's teachers on a regular basis; conferencing with teachers, counselor, and/or administrators, as required. The focus of these meetings is to plan strategies that to yield higher academic achievement. During the MTSS process parents are given an active role in providing suggestions for improvement. PAC, LSC, SEL and BAC Parent Mentor meetings provide parents additional avenues to communicate general issues with school.

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

Staff provide detailed explanation of the promotion policy in the benchmark grades. Students in 3-8 are presented with the school's expectations of their success as relative to NWEA grades, attendance, and high school admissions. All students have Learner Profiles and participate directly in the planning conferences, sign and are given copies of their documents to assist them in meeting their goals. For example, they will be asked to carry a copy of their plans with them and/or post them in a visible part of their home for frequent/quick reference. Staff stresses the use of agendas/organizers as a way to assist students in monitoring homework and special projects.

Parent Budget

Complete

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

Goal: The Belmont-Cragin School will provide a student-centered pathway to success for every child based on Social Emotional Learning (SEL), biliteracy, individual students' interests, and modalities of learning that will foster 21st Century learners.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$	776	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	200	.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)	\$	1000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.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.	\$	Amount	.00

54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			
53510	Postage Must be used for parent involvement programs only.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			
53306	Software Must be educational and for parent use only.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	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.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			