Newton Bateman Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
04/02/2018	Davos, Kloepper, Fernandez, Solayman, Doychich, Nowak, Koehler, Butler, Tripp,Shadday, Rivera, Rowe	Goals and Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

Leadership & Collective Responsibility:

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

Score

1　2　**3**　4

> We utilize SEL, UBD, and EL strategies as part of our large-scale strategic planning processes which creates and sustains a
> coherent instructional program with learning goals. We have a coherent curriculum using programs such as Lucy Calkins Units of Study
> for REading and Writing,Go Math,
> ConnectedMathematics, STC/FOSS Science Kids (aligned to NGSS) and the learning continuum, etc. Additionally, UBD unit plans include
> WIDA standards and Accommodations to make the general curriculum accessible for our diverse learners and ELs.
> We will include all stakeholders in decision-making conversations when creating vision/mission school statement.
> Administration supports
> the staff and students through sub allocations, the content coaches (teacher leaders) and GLT meetings, including
> our DL teachers, on a weekly basis, to empower others through content-based PD. Administration buffers the staff from external
> distractions and allows them to just teach by forward planning of funds to cover unexpected costs/cuts.
> The staff is further empowered
> by supporting framework specialist to share instructional guidance and reflective practices aligned to the framework
> for teaching to drive our instruction.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

> Our ILT meets regularly with representatives from every grade band and program. The collaboration and learning filters into other leadership teams and Grade Level Team meetings.
> Our staff is organized into a variety of leadership teams such as MTSS, ILT, EL Leadership, SEL Teams, etc. Teams are organized to ensure an equity of voice and engagement by all. During our GLT weekly meetings, teachers are provided continuous professional development and are constantly asking "Is it working?". For example, we approach professional development through a cycle of learning lense regarding Math Talks in all grade levels. Once again, our school staff is provided an opportunity to address instructional opportunities at various grade bands and with all students in mind through the leadership of administration and teacher leaders. In addition, grade levels participate in Data Deep Dives (BAS/ NWEA/ACCESS/ Classroom Assessments/ Anecdotal notes, etc.) to discuss their strengths and weakness with the strategic plan in mind. For example, through our strategic planning the MTSS process allows us to disaggregate data and prioritize our Diverse Learners and English Learners. This data is further used to inform instruction. In all staff meetings, we have established meeting norms, meeting objectives, and voice equity. Another manner in which we engage stakeholders to participate in the instructional leadership of our school is through our PPLC meetings.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   3   **4**

At Bateman, we have content coaches and administrators available for peer observation, co-teaching, and coaching on a daily basis. We continually videotape strategies in action and have a shared folder on the Drive for all to access. Teachers co-plan together prior to observations to anticipate student responses and identify areas of foci for the peer observations. We establish protocols to create safe practices for learning. We provide post-observation feedback. We collaborate with Loyola University, DePaul University, CPS Network One, Northeastern Illinois University, etc. Weekly Grade level meetings incorporate professional development to provide strategies and instructional practices that include all learners. We utilize Google Drive to conduct frequent staff surveys to determine school wide needs and preferences for professional development. We continually revisit the implementation of practices to provide opportunities for reflection and growth. New teachers are supported both formally and informally by administration, grade level teams, and teacher leaders. District initiatives takes place at BOY professional development and throughout the year.

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

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Aligned Resources:

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

Score

1   2   **3**   4

Admin pulls in appropriate teachers to create a flexible hiring team. We followed an established protocol to interview potential candidates through two rounds of an interview process. Administrators reach out to the former staff of interested candidates to seek out additional information. All teachers are required to be endorsed in their content area and are encouraged to seek opportunities for continued professional development such as additional endorsements and master's degrees. We have an ESL endorsed teacher and bilingual teachers at all necessary grade levels. Bateman has multiple in/after school partnerships, (Boys and Girls club, Arts partners, Emerald City Theatre, Rochelle Lee) that compliment the vision and mission or our school and add support for all our learners. Teachers are provided an opportunity to streamline necessary purchases or resources through a school-wide google doc. Admin has furthermore strategically moved teachers to enhance grade level teams and use their assets to further our students learning.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Aligning Resources with Priorities: Focusing on What Matters Most
✓ Instructional Supports
✓ Strategic Source Vendor List
✓ CPS Instructional Time Guidelines: Elementary School Overview
✓ CPS Instructional Time Guidelines: High School Overview
✓ CPS Instructional Block Guidance: K-2 Literacy
✓ CPS Instructional Block Toolkits: Math

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

Curriculum:

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.

Score

1   2   3   **4**

Teachers at Bateman use…
*CPS Content Frameworks
*Lucy Calkins: Units of Study in Reading and Writing
*Okapi Spanish
*Haggerty, Estrellita, and Dual Language strategies
*FOSS/STC science kits,
*SEPUP science 6-8,
*GO Math, Connected Math,
*Daily 5,
*Second step,
*PBIS,
Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately:
*Meetings for content vertical/horizontal alignment
*Use of Art Scope and Sequence,
*Interdisciplinary lesson plans
*GLT collaboration time during professional development days staff wide
*Weekly GLT collaboration time
*Unit plans based off of CPS literacy framework,
*Social Studies 3.0,
*UbD planning,
Utilize the "big ideas" students should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected
*Team of teachers attended summer Lucy Calkins Institutes
*Teachers provided staff professional development on Lucy Calkins and Workshop Model
*Administration provided the staff with multiple resources (books) for each teacher in unit planning using UbD
*Unit plan focus on transfer goals and essential questions
*Student led projects for outcome based learning
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
*Subscriptions to Learning A-Z, Science A-Z, RazzKids, Scholastic News
*Access to leveled bookroom
*All students have access classroom libraries
*Use of daily content and language objectives using supports (used daily in the classroom and embedded into unit plans)
*Daily support of language goals,
Engage all learners in content areas by fully integrating opportunities for all learners
*Learning goals are accessible to all students through scaffolded unit goals for the language functions: listening, speaking, reading, writing
*Grade level team meetings weekly
*Students are given the W-APT test upon entry to school to inform placement for support
*ESL coach
*Math coach
*MTSS coach/coordinator
*Investigation Day
*School wide UbD Unit Plans
*Bilingual team supports curriculum for ELs (professional development provided by teachers for teachers),
*Blended pre-k,
*Diverse learner teacher that collaborates with each grade level,
*K-8, LLI Kits,
*Bring in speakers from outside sources and take field trips to curriculum embedded city institutions,
Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses'
*Comprehensive gifted programs
*Kindergarten is provided with a test through the comprehensive gifted office
*Students may be referred from teachers according to MAP and BAS
Integrate academic and social emotional learning
*School wide PBIS
*Climate and Culture Team
*Climate and Culture Team provides staff development at PDs
*Quarterly assemblies for PBIS
*Classroom "Blaze Ways Coaches"
*Restorative conversations
*Partnership with Urban Initiatives
Reach outside of the classroom for real world application
*Field trips to Washington D.C., Springfield, virtual field trips"
*Partnerships with Loyola University and Emerald City
*Field trips to various museums throughout the city, Old Town School of Music

Guide for Curriculum

- ○
  - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
  - **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not

work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
- ✓ CPS Literacy Scope and Sequence
- ✓ CPS Math Scope and Sequence Guidance
- ✓ Digital Citizenship Curriculum
- ✓ K-12 Financial Literacy Guide
- ✓ Personal Finance 3.0 Course
- ✓ Physical Education Scope & Sequence
- ✓ Health Education Scope & Sequence
- ✓ Interdisciplinary African & African American Studies Curriculum
- ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1   2   3   **4**

INSTRUCTIONAL MATERIALS:
Teacher created Unit Plans,
access to technology school wide:
Elmo/document cameras,
Chrome books 1:1 ratio grades 5-8, 1:4 ratio grades1-4 ,
Kindergarten iPads,
Leveled book room,
Reading A-Z,
Science A-Z,
IXL,
BrainPop (all other school subscriptions),
UbD teacher planning books,
Art Library,
classroom libraries,
fine arts program partners,
field trips,
multi-language libraries,
computer library,
complete phonics programs for primary,
PL- sensory materials, adaptive seating, weighted vests"

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 **2** 3 4

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.

CULTURE FOR LEARNING:
-post content and language objectives to include all students, student centered learning: choice based, teaching for artistic behavior (TAB), self assessment, self-critique, shared rubrics, opportunity for students to revise work to demonstrate progress in learning, skills based revision, peer review, reading and writing buddies, PBIS

RIGOR:
-UbD, content integration, teacher collaboration, math talks

KEY SHIFTS IN LITERACY:
-Workshop model, guided reading, translanguaging, co-teaching-Inclusion, text evidence K-8 (as evident by unit plans provided by teachers), sentence stems, rubrics, environmental print, students know and use leveled reading, technical reading and writing in science and social studies and use of Cornell Notes

KEY SHIFTS IN MATH:
-Go Math and Connected Math (CCSS), IXL, Math Talks, Pre/Post Assessments, teaching focus on a variety of strategies, coteaching, math coaches, teacher led GLTs, Data Deep Dives, Math Department Frequent meetings, math investigation day, math integrated in arts and science

AUTHENTIC WORK:
-investigation days (math, science, ELA), student directed/created projects for learning, reciprocal teaching, peer teaching, use of student created rubrics, product choice to demonstrate learning

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

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

Transitions, College & Career Access & Persistence:

Score

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

Monitoring the progress of English Learners and their transitions:
-ACCESS Testing, school wide staff development on using EL strategies within the classroom in content and language objectives to monitor progress on a daily/weekly progress, use of WIDA standards and can do descriptors
-We could provide more support for incoming new students
Transitions to H.S.
-7th/8th grade parent meetings, individual application meetings with every student in the 8th grade, advisory program provides direct informational meetings for students on the high school application process (weekly), high school fair for 7th/8th grade students that provide access to 20+ schools, follow up meetings with students that support for selecting high schools, provide all services in Spanish for families, provide additional support for diverse learners to find appropriate high school programs, field trips to high schools, key speakers to talk with students, panel of previous and current students for transitioning
-Work on transitions for 5th grade to middle school
Sustained summer learning programs:
-Summer bridge, mural club, art club, gardening, chess camp/club
AWARENESS:
-Goal setting at all grade levels, career day, Junior Achievement, parent meetings regarding test scores/how to break down scores, career visitors in primary and middle school grades, integration of career and the arts,
READINESS:
-Provide Algebra to eligible students, school wide teaching students to analyze test scores, grades, reading levels, motivate students for better attendance through the entire school by the BAM (Bateman Attendance Matters) initiative and spelling out ATTENDANCE, school wide- all students complete goal
setting for appropriate benchmark tests, PBIS, Second Step, PASS Program K-3, SS GRIN, emotional support groups provided by social worker
-Junior Honor Society and Student COuncil promote leadership opportunities
SUCCESS:
-teach students how to compare high schools, examine data such as SAT scores, graduation rates, level, and other relevant data that will allow students to make an informed decision
Overall we gave this section a 3, with hopes to strengthen school wide

Guide for Transitions, College & Career Access & Persistence

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

- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

> All our unit plans using UBD includes formative and summative assessments.
> Implementation of workshop models for K-5 reading and writing
> Guided reading and guided math small group instruction
> Use of sentence stems to aid discussion for all students
> Clear problem solving process and cycle of inquiry for all Tiers within MTSS using school-wide common protocols and interventions
> Data Deep dives have helped us make coherent plans for students.
> Balanced literacy is in place in classrooms.
> Lots of academic language supports in classrooms.
> RAZ Kids and IXL are used as differentiated supports.
> Teachers have been trained and are using culturally relevant texts.
> Established inclusion practices with co-teaching models
> To get to a four we need to:
> Task and text complexity
> Increasing student to student discourse
> Vertical alignment
> Strengthen alignment of transfer goals, assessments

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

CPS SCHOOL EXCELLENCE FRAMEWORK   18

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

Intervention plans are being provided for students in Tiers 2 and 3
Implement school-wide grading weights
Assessment plan includes administering quarterly BAS assessments, MAP (MOY & EOY) for benchamrk and baseline data, ACCESS
Parent meetings for 3rd 6th and 8th benchmark grades
Create grade level performance tasks for quarterly units
Continue progress monitoring for student growth
Utilize GRASPS strategy and template to create robust performance tasks
Continue teacher training on progress monitoring system and protocol
Before and after school intervention classrooms.
Future focus rubrics, alignment to UbD, common expectations for student work, and formative assessments

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.

- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

Multi-Tiered System of Supports:

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

Score

1   2   **3**   4

MTSS:
-MTSS team meets bi-monthly to plan flex day PD and analyze tiered data
-Continue to promote growth mindset around tiered instruction
-Establish academic and SEL tiered systems of cupport
-Tier 1 instruction is differentiated for all students (see strategic plans)
-Problem solving process is evident on flex days (every 5 weeks)
-Teams collaborate to analyze student growth and movement across tiers
-Intervention menus for math, literacy, and SEL are available for teachers on google drive
-MTSS toolkits are provided to grade level teams with menus, progress analysis protocols, and guiding questions to use on flex days

Tier 2:
-Specials teacher provide tier 2 interventions for benchmark grades
-Interventionist provides tier 2 for literacy intervention (bi-weekly)
-Wilson phonics instruction is being implemented in grades 3-8
-Documentation is maintained and updated in individual red folders as well as the MTSS database
-MTSS data is used to inform instructional practice
-Quarterly foci include creating smart goals, aligning interventions, and progress monitoring
-clear defined referral process for SEL
-Teachers interact with the case studies as well as breakout sessions to support tier 2 instructional decisions

Tier 3:
-MTSS consultative office hours
-School-wide common interventions
-School-wide incentive on moving students from tier 3 to tier 2

Guide for Multi-Tiered System of Supports

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

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

1. PBIS-Established Rating for School Climate Certification
2. Content and Language Objectives
3. MAP Goal Setting
4. Investigation Days
5. Data Deep Dive
6. Progress Monitoring
7. Second-Step Curriculum (SEL)
8. UbD Unit Plans

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

1. Community Partnerships and Events
2. Restorative Conversations and Daily Check-ins
3. Second Step Program (Social Emotional Learning)
4. Urban Initiatives Program
5. Korean-American Center-Healthy Minds Program for Middle School
6. PBIS and Gallery Walk of Positive Behavior Mentoring
7. Systems of Support (Counselor, Social Worker, Psychologist)
8. Formal Check-in and Check-out Systems are implemented as needed (Including: Admin, Clerks, Security Officers, Staff members)
9. Variety of Culminating Events, Celebrations, Investigation Days, etc.
10. Implementing Culturally Relevant Texts within the Units of Study
11. Grade Level Meetings led by teacher leaders
12. Parent Trainings (Monthly NCLB/BAC Meetings, Technology, Health, Common Core, Opportunity for Parent Input/Questions)
13. Peer Mentors, Coaches (Public Practice)
14. Meeting Norms and Protocols
15. Volunteering Opportunities
16. Teacher Bulletin provided weekly by admin

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

1. Student Council
2. National Junior Honor Society
3. After School Service Learning Opportunities-Girls on the Run, Creative Schools Grant, Mural Club, Garden Club, Band, Piano, Chorus, Drama Club, Girls and Boys Support Group
4. Literacy Buddies
5. 8th-Grade Washington Trip
6. 7th-Grade Springfield Trip
7. Academic After-School Intervention Programs
8. Blaze Ways Student Coaches (Middle School)
9. 8th-Grade Visit to Northwestern University

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   3   **4**

1. PBIS (Behavior Matrix Posted in Classrooms, Hallways, Cafeteria, Auditorium, Restrooms, etc.,Teachers reinforce appropriate behavior by actively distributing Bateman Blaze Bucks)
2. Second Step Program
2. Established Classroom Management Systems
3. Restorative Practices
4. Discipline Referral System
5. Police and Security Officers On-site
6. Full-time Nurse On-site
7. Time Distribution Schedule
8. Arrival/Dismissal Transition Map
9. Restorative Conversations and Practices

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1   2   3   **4**

1. Network 1 Restorative Group
2. Network SEL Support
3. PBIS Lesson Plans Online
4. PBIS Rallies
5. School Climate Team
6. Tier 2 and Tier 3 Supports
7. Tier 1 Logical Consequences Menu
8. Peace Circles
9. Urban Initiatives Team Support
10. LSSI
11. Pet Therapy

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1 2 3 **4**

1. Social Media Presence
2. BAC (Bilingual Advisory Committee)
3. PTA
4. Parent Volunteers
5. White Elephant Sales
6. Book Fair
7. Robocalls
8. Website
9. Parent Room to Coordinate Activities/Meetings
10. Tot Spot
11. Kedzie Center Parenting Group
12. P.A.S.S. Parent Trainings
13. PAC (Parent-Advisory Committee)
14. Parent Trainings (Monthly NCLB/BAC Meetings, Technology, Health, Common Core, Opportunity for Parent Input/Questions)
15. Variety of Culminating Events, Celebrations, Investigation Day, etc.
16. Curriculum Night/Open House
17. Promotion Policy/Expectation Parent Meeting
18. Father-Daughter Dance
19. Mother's Day Brunch
20. Latte with Our Leaders
21. Established Home Visit Procedure
23. Interpreters available to facilitate meetings
24. Parent Workshop Series and Parent University
25. Bateman Buzz
26. Father's Club
27. Bateman Boosters ("Friends of" organization)

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	92.00	75.00	63.00	65.00	70.00
National School Growth Percentile - Math					

Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	52.00	73.00	63.00	65.00	70.00

% of Students Meeting/Exceeding National Ave Growth Norms

Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	60.50	60.20	63.00	65.00	70.00

African-American Growth Percentile - Reading

Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	(Blank)	(Blank)	63.00	65.00	70.00

Hispanic Growth Percentile - Reading

Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	93.00	76.00	53.00	55.00	65.00

English Learner Growth Percentile - Reading

Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	99.00	75.00	53.00	55.00	65.00

Diverse Learner Growth Percentile - Reading

Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, co-teaching and common performance tasks.	88.00	54.00	53.00	55.00	65.00

African-American Growth Percentile - Math

Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	(Blank)	(Blank)	63.00	65.00	70.00

Hispanic Growth Percentile - Math

Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	43.00	73.00	63.00	65.00	70.00

English Learner Growth Percentile - Math

Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	47.00	68.00	53.00	55.00	65.00

Diverse Learner Growth Percentile - Math

Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, co-teaching and common performance tasks.	57.00	66.00	53.00	55.00	65.00

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

Bateman students will continue to show attainment through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	60.00	68.00	63.00	65.00	70.00

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

Bateman students will continue to show attainment through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	46.00	56.00	63.00	65.00	70.00

National School Attainment Percentile - Reading (Grade 2)

Bateman students will continue to show attainment through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	50.00	66.00	80.00	65.00	70.00

National School Attainment Percentile - Math (Grade 2)

Bateman students will continue to show attainment through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	41.00	46.00	78.00	65.00	70.00

% of Students Making Sufficient Annual Progress on ACCESS

Bateman students will continue to show attainment through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	24.10	(Blank)	63.00	65.00	70.00

Average Daily Attendance Rate

Bateman Attendance Plan Morning Routine 9:00 - 9:10 Call teachers who have not submitted attendance -Record on Google Form -Teacher name -Date of call -Time of call (If second/third call needed) -Teachers who missed 2 days will be sent an email on Fridays with information of days missed (to be confirmed with Ms. Davos) 9:30 – 10:00 Call absent students of the day (Maria Virginia and Officer Esparza) Truant Students: students who are truant (absent or tardy) need to be notified to Virginia in the North Office (Officer Freddy) Protocol: -Call home (3 calls at different days) -Home visits (leave notification/letter) -Send 5-day and 10-day certified letter mailed -Conference with AP -Conference with Principal Google Document: -Student name -Type of communication -Date -Time -Made contact with -Reason of absence -Comments -Next steps Positive Reinforcement -BAM (Bateman Attendance Matters) Initiative -Spelling "Attendance" Incentives -Announcing Perfect Attendance at the end of the Day -Trophies given to classrooms that have the highest attendance for the month (First day of each month) -Parent Check-In - benefits of being on time to school and celebrating (celebration & concentrations)	96.20	96.00	96.70	96.00	96.50

My Voice, My School 5 Essentials Survey

Our goal is to maintain "well-organized". Here are some ways we will achieve our goal: -During the student survey administration window, we will team up admin with each middle school homeroom teacher to help provide support with understanding the survey questions. -Reinforce to students the importance of taking the survey and how it impacts the school	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
* Utilize performance based assessments as included in UBD stage 2 that align to Stage 1 student outcomes	* Evidence of assessment data analysis for the purpose of planning and progress monitoring *Vertical alignment of task complexity *Coherence in assessment measures across students, teachers, tasks, learning experiences, content areas * Clear, accurate, consistent, timely, and fair assessments	*SQRP attainment and growth *An increase in the "Ambitious Instruction" component of the 5 Essentials survey and the Parent-Teacher Partnership in the My Voice, My School Survey. *A positive effect on literacy and math scores as measured my MAP, F&P, ACCESS and performance tasks. *A higher percentage of students on-track

Tags:
Literacy/Reading, Math, Assessment, Curriculum Design, Instruction, Data, Academic gain, Differentiated instruction, Formative, Summative

Area(s) of focus:
1, 3

Action step	Responsible	Timeframe	Status
Review UbD Stage 1 for Reading and Math unit plans in grades K-5 and content-area unit plans for grades 6-8.	Administrative Team GLTs Content Teams ILT	Aug 27, 2018 to Jul 19, 2020	On-Track

Assessment, Instruction, Multi tiered sytems of support

Create performance tasks aligned to UbD Stage 2 for Reading and Math using the GRASPS protocol to ensure task complexity.	Teacher Teams	Aug 27, 2018 to Jun 19, 2020	On-Track

Assessment, Instruction, Multi tiered sytems of support

Create rubrics to assess performance tasks designed by teacher teams for UbD Stage 2.	Teacher Teams	Aug 27, 2018 to Jun 19, 2020	On-Track

Assessment, Instruction, Multi tiered sytems of support

Analyze student progress through LASW Protocol as grade level and content teams.	Admin, ILT, Teacher Teams, & Content Teams	Aug 27, 2018 to Jun 19, 2020	On-Track

Assessment, Instruction, Ubd, Document student progress, Multi tiered sytems of support, Analyze student work

Conduct peer observations and provide feedback aligned to visibility of UbD in the classroom.	Adim, ILT, Teachers	Aug 27, 2018 to Jun 26, 2020	On-Track

Assessment, Instruction, Ubd, Peer observation, Teacher feedback, Instructional alignment

Analyze performance task data for mastery	Teacher Teams, Admin	Aug 27, 2018 to Jun 26, 2020	On-Track

Assessment, Instruction, Ubd, Rubrics, Instructional alignment, Grading expectations

Action step	Responsible	Timeframe	Status
Analyze complexity of performance assessment through two lenses - task and text	Admin Team, ILT, Teacher Teams	Aug 27, 2018 to Jun 19, 2020	On-Track

Assessment, Instruction, Vertical alignment, Student feedback, Multi-tiered support systems, Formative assessments, Complexity

Develop grade level formative assessments aligned to unit performance tasks	Admin Team, ILT, Teacher Teams	Aug 27, 2018 to Jun 19, 2020	On-Track

Assessment, Instruction, Ubd, Vertical alignment, Formative assessments, Instructional alignment

Create scope and sequence of lessons to achieve unit level outcomes.	Admin Team, ILT, Teacher Teams	Aug 27, 2018 to Jun 19, 2020	On-Track

Assessment, Instruction, Differentiation, Small group instruction, Flexible grouping

Differentiate Tier 1 instruction through instructional grouping	Admin Team, ILT, Teacher Teams	Aug 27, 2018 to Jun 19, 2020	On-Track

Instruction, Assessments, Differentiation, Flexible grouping

Strategy 2

If we do...	...then we see...	...which leads to...
Identify students who are not meeting Tier 1 expectations, create goals, align interventions and progress monitor in the following areas: - academic - SEL - attendance rates	*Students meeting and exceeding standards *Students attaining academic and SEL growth * Identification of appropriate interventions for students or groups of students not making adequate progress. *Progress monitoring data to track effectiveness of interventions and student response to intervention.	*SQRP Attainment and Growth *A positive effect on literacy and math scores as measured by NWEA, MAP, F&P, ACCESS and performance tasks. *A higher percentage of students on-track

Tags:
MTSS, SEL, Data, Plp, On track, Tier 2 & 3

Area(s) of focus:
2, 4

Action step	Responsible	Timeframe	Status
Implement tiered instruction as needed to support students academic needs: *Tier 1 - All students will receive a universal screener. All students will receive high quality instruction (academic and SEL) utilizing best practices implemented with fidelity. * Tier 2 - Implement differentiated instruction within the classroom setting through grouping, choice, and leveled texts. *Tier 3 - Create personal learning plans that include additional screener information, student specific goals, interventions and progress monitoring data.	Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.	Aug 27, 2018 to Jun 19, 2020	On-Track

MTSS, Assessment, Interventions, Tier 2 & 3, Progress monitoring, Data analysis, Tier 1, Mtss folders, Screening

Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism or SEL needs.	Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.	Aug 27, 2018 to Jun 19, 2020	On-Track

MTSS, Assessment, Attendance, SEL, Interventions, Tier 2 & 3, Progress monitoring, Data analysis, Tier 1, Mtss folders, Screening

*Continue formal and systematic referral process for Academic/SEL supports to the MTSS Team.	Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.	Aug 27, 2018 to Jun 19, 2020	On-Track

MTSS, Assessment, SEL, Interventions, Academic, Tier 2 & 3, Progress monitoring, Data analysis, Tier 1, Mtss folders, Referral process, Screening

Allot flex day time for grade level team data analysis of Tier 2 progress monitoring data and provide professional development on MTSS quarterly learning targets.	Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.	Aug 27, 2018 to Jun 19, 2020	On-Track

MTSS, Assessment, SEL, Interventions, Academic, Tier 2 & 3, Progress monitoring, Tier 1, Grade level teams, Mtss folders, Mtss team, Screening

MTSS Team will meet biweekly to analyze progress, plan flex days, and analyze effectiveness of interventions.	Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.	Aug 27, 2018 to Jun 19, 2020	On-Track

MTSS, Assessment, SEL, Interventions, Academic, Tier 2 & 3, Progress monitoring, Tier 1, Grade level teams, Mtss folders, Mtss team, Screening

MTSS Team will provide consultation hours to teachers for one-on-one support.	Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.	Aug 27, 2018 to Jun 19, 2020	On-Track

MTSS, Assessment, SEL, Interventions, Academic, Tier 2 & 3, Progress monitoring, Tier 1, Grade level teams, Mtss folders, Mtss team, Screening

Strategy 3

If we do...	...then we see...	...which leads to...
Embrace inclusion model by co-teaching with fidelity	*Effective Tier 1 instruction *Collective responsibility *Least Restrictive Environment (LRE) for all *Empathy, Acceptance, and Understanding between and among students and teachers	*SQRP attainment and growth *An increase in the "Ambitious Instruction" component of the 5 Essentials survey and the Parent-Teacher Partnership in the My Voice, My School Survey. *A positive effect on literacy and math scores as measured my MAP, F&P, ACCESS and performance tasks. *A higher percentage of students on-track

Tags: Area(s) of focus:

Action step	Responsible	Timeframe	Status
Facilitate co-teaching conversations through the use of the rubric, "Are we really Co-Teaching?" and develop Communication & Collaboration Plan.	Co-Teachers, Teacher Teams, Leadership Team	select	Behind
Continue professional development around co-teaching models.	Co-Teachers, Teacher Teams, Leadership Team	select	Behind

		select		Behind

Continue to create schedules that allow for maximum co-teaching opportunities using the team priorities (common prep, grade level limit)

Co-Teachers, Teacher Teams, Leadership Team

select

Behind

Monitor the effectiveness of co-teaching through facilitate reflective conversations

Co-Teachers, Teacher Teams, Leadership Team

select

Behind

Add the co-teaching model into the grade level unit plan.

Co-Teachers, Teacher Teams, Leadership Team

select

Behind

Action Plan

Strategy 1

ON-TRACK Review UbD Stage 1 for Reading and Math unit plans in grades K-5 and content-area unit plans for grades 6-8."

Aug 27, 2018 to Jul 19, 2020 - Administrative Team GLTs Content Teams ILT

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Professional Development Agenda, Unit Plans, Essential Questions, Enduring Understanding

ON-TRACK Create performance tasks aligned to UbD Stage 2 for Reading and Math using the GRASPS protocol to ensure task complexity."

Aug 27, 2018 to Jun 19, 2020 - Teacher Teams

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Team meeting agendas, Performance Tasks

ON-TRACK Create rubrics to assess performance tasks designed by teacher teams for UbD Stage 2."

Aug 27, 2018 to Jun 19, 2020 - Teacher Teams

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Rubrics, Team Meeting Agendas

ON-TRACK
Analyze complexity of performance assessment through two lenses - task and text"

Aug 27, 2018 to Jun 19, 2020 - Admin Team, ILT, Teacher Teams

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Task Complexity analysis rubric, Text complexity analysis rubric, Unit Plan Revisions, Peer feedback, Spreadsheet of School-Wide Performance Tasks

ON-TRACK Analyze student progress through LASW Protocol as grade level and content teams."

Aug 27, 2018 to Jun 19, 2020 - Admin, ILT, Teacher Teams, & Content Teams

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
LASW Protocol, Team feedback, GLT Agendas, Unit Plan Revisions

ON-TRACK Conduct peer observations and provide feedback aligned to visibility of UbD in the classroom."

Aug 27, 2018 to Jun 26, 2020 - Adim, ILT, Teachers

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Peer observation protocol, Feedback forms, GLT Agendas, Revision of Performance Tasks and Rubrics

ON-TRACK Analyze performance task data for mastery"

Aug 27, 2018 to Jun 26, 2020 - Teacher Teams, Admin

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Completed student performance tasks, rubrics, reflection protocol

ON-TRACK
Develop grade level formative assessments aligned to unit performance tasks"

Aug 27, 2018 to Jun 19, 2020 - Admin Team, ILT, Teacher Teams

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Task Complexity analysis rubric, Text complexity analysis rubric, Unit Plan Revisions, Peer feedback, Spreadsheet of School-Wide Performance Tasks

ON-TRACK
Create scope and sequence of lessons to achieve unit level outcomes."

Aug 27, 2018 to Jun 19, 2020 - Admin Team, ILT, Teacher Teams

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Task Complexity analysis rubric, Text complexity analysis rubric, Unit Plan Revisions, Peer feedback, Spreadsheet of School-Wide Performance Tasks

ON-TRACK
Differentiate Tier 1 instruction through instructional grouping"

Aug 27, 2018 to Jun 19, 2020 - Admin Team, ILT, Teacher Teams

Status history

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                    Apr 30

ON-TRACK
Apr 30, 2018
Evidence
Task Complexity analysis rubric, Text complexity analysis rubric, Unit Plan Revisions, Peer feedback, Spreadsheet of School-Wide Performance Tasks

Strategy 2

ON-TRACK
Implement tiered instruction as needed to support students academic needs: *Tier 1 - All students will receive a universal screener. All students will receive high quality instruction (academic and SEL) utilizing best practices implemented with fidelity. * Tier 2 - Implement differentiated instruction within the classroom setting through grouping, choice, and leveled texts. *Tier 3 - Create personal learning plans that include additional screener information, student specific goals, interventions and progress monitoring data."

Aug 27, 2018 to Jun 19, 2020 - Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.

Status history

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                    Apr 30

ON-TRACK   Apr 30, 2018
            Evidence
            MTSS (red) intervention folders, Informal reading assessments (IRI), F&P data, Learning A to Z, MAP data, MTSS Database

ON-TRACK
Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism or SEL needs."

Aug 27, 2018 to Jun 19, 2020 - Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.

Status history

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                    Apr 30

ON-TRACK   Apr 30, 2018
            Evidence
            MTSS (red) intervention folders, Informal reading assessments (IRI), F&P data, Learning A to Z, MAP data, MTSS Database

ON-TRACK
*Continue formal and systematic referral process for Academic/SEL supports to the MTSS Team."

Aug 27, 2018 to Jun 19, 2020 - Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.

Status history

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                    Apr 30

ON-TRACK
Apr 30, 2018
Evidence
MTSS (red) intervention folders, Informal reading assessments (IRI), F&P data, Learning A to Z, MAP data, MTSS Database, MTSS Google calendar

ON-TRACK
Allot flex day time for grade level team data analysis of Tier 2 progress monitoring data and provide professional development on MTSS quarterly learning targets."

Aug 27, 2018 to Jun 19, 2020 - Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
MTSS (red) intervention folders, Flex Agendas, F&P data, Learning A to Z, MAP data, MTSS Database, MTSS Google calendar, MTSS Team Agendas

ON-TRACK

MTSS Team will meet biweekly to analyze progress, plan flex days, and analyze effectiveness of interventions."

Aug 27, 2018 to Jun 19, 2020 - Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
MTSS (red) intervention folders, Flex Agendas, F&P data, Learning A to Z, MAP data, MTSS Database, MTSS Google calendar, MTSS Team Agendas

ON-TRACK

MTSS Team will provide consultation hours to teachers for one-on-one support."

Aug 27, 2018 to Jun 19, 2020 - Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
MTSS (red) intervention folders, Flex Agendas, F&P data, Learning A to Z, MAP data, MTSS Database, MTSS Google calendar, MTSS Team Agendas

Strategy 3

BEHIND

Facilitate co-teaching conversations through the use of the rubric, "Are we really Co-Teaching?" and develop Communication & Collaboration Plan."

- Co-Teachers, Teacher Teams, Leadership Team

Status history

Apr 30

BEHIND

Apr 30, 2018
Problem
Root Cause
Next steps

BEHIND

Continue professional development around co-teaching models."

- Co-Teachers, Teacher Teams, Leadership Team

Status history
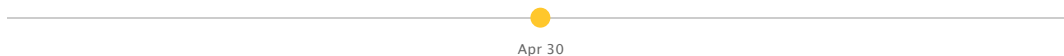
Apr 30

BEHIND

Apr 30, 2018
Problem
Root Cause

Next steps

BEHIND Continue to create schedules that allow for maximum co-teaching opportunities using the team priorities (common prep, grade level limit)"

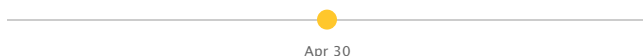- Co-Teachers, Teacher Teams, Leadership Team

Status history

Apr 30

BEHIND Apr 30, 2018
Problem
Root Cause
Next steps

BEHIND Monitor the effectiveness of co-teaching through facilitate reflective conversations"
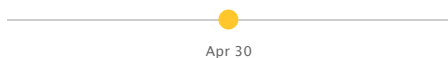
- Co-Teachers, Teacher Teams, Leadership Team

Status history

Apr 30

BEHIND Apr 30, 2018
Problem
Root Cause
Next steps

BEHIND Add the co-teaching model into the grade level unit plan."

- Co-Teachers, Teacher Teams, Leadership Team

Status history

Apr 30

BEHIND Apr 30, 2018
Problem
Root Cause
Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> Monthly PAC/NCLB meetings will be scheduled to inform and elicit review and input regarding parental involvement. Input is offered from Bateman PTA, PAC, Bateman Boosters and BAC members during each yearly review of school improvement.

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

> The annual NCLB /Title I/PAC parent meeting is being held on Friday, Sept. 28, 2018 at 8:30 a.m. The PAC meetings are offered monthly at convenient morning times. This schedule is determined by members of the PAC and all meetings begin at 8:30 a.m. The meeting dates are as follows: 9/28/18, 10/26/18, 11/30/18, 12/21/18, 1/25/19, 2/22/18, 3/29/18, 4/26/18, 5/31/18. The meetings are promoted monthly via social media, flyers sent home with students, phone communications between PAC officers, school community representative outreach, and via our school website. Language translation is provided (Spanish). The annual presentation and review of both discretionary fund categories is made at the initial session. This information is available for parental/public review.

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

> PAC, as well as PTA, BAC, Boosters and LSC meetings are an open format (usually held on a monthly basis) for parents to offer input, commentary, and suggestions on either parental issues or problem-solving recommendations. Any information, that is forwarded to school administration, is addressed with parents in a timely manner.

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

> Parents are informed on all state related assessments (NWEA, ACCESS, BAS, etc.) as a matter of district policy and format. Student performance reports are distributed at: Open House, Report Card pick-up days, or as requested by individual parents and/or upon receipt of parent orientation materials provided by Bateman School from ISBE and/or the Chicago Public Schools.

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.

> Each February, parents receive a written notification if their child is taught by a teacher who does not meet the NCLB qualifications for their teaching assignment. Parents may request teacher credential information via "Right -to-Ask" letter. If applicable, letters to parents of teachers not meeting NCLB qualifications for their assignment are distributed via United States Postal Service each April.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

> The CPS parent and student portal is available so that parents and students can review, at will, where their child/student stands academically. Special parent portal "recruitment' efforts are made at our Supply Drop-Off event, Open house, and at Report Card Pick-Up. All parents are encouraged and invited to communicate with their child's teacher regularly and parent conferences are arranged as needed during a mutually agreed upon time. CCSS-themed trainings are also part of the Title I parent-involvement plan.

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

A parent room is available to all parents and holds necessary materials, work space, and resources (including technology) to assist and support parents. The NCLB/Title I/ PAC has complete autonomy to design and direct the use of all PAC assigned funds on a yearly basis. In addition, they approve speakers, educational oriented field trips, technology training, etc. Computer/technology support and use is made available in our parent room on a regular basis.

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

Teachers and school staff are educated on how to collaborate with parents on an ongoing basis throughout the school year. (e.g., prior to Report Card pickup dates, prior to our annual Open House Day, Investigation Days). Teachers are encouraged to utilize technology tools as communication venues for their parents and students. Formal and informal avenues of communication have been and are used by teachers and other staff in order to facilitate partnerships between our school and our parents. Parents are informed that appointments may be made to discuss their child's progress. Ongoing and updated media communication occurs weekly via the Bateman website and other social media outlets.

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

Our Pre-K and Kindergarten staff are involved in planning and scheduling periodic parental information sessions, ongoing parent classroom volunteer opportunities, and grade level activities as a way to share academic grade level curriculum, strategies, and assessment information.

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

Bateman distributes all school-related program information for both students and parents (with corresponding dates) via the school website, other social media avenues, and through paper flyers. The dissemination of information will continue to be relayed in both of our major home languages - English and Spanish. Our school website also has the capacity to translate information into numerous languages. Students' agendas and student/parent handbooks are also provided in both English and Spanish.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact   Complete

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

Bateman School, in collaboration with all stakeholders, provides each student with a quality education in a safe, healthy, and supportive environment where students become critical thinkers, prepared for success in our global society. We embrace multiculturalism, social responsibility, and personal accountability with the goal of all students, including our Diverse Learners and English Language Learners, achieving college and career readiness. We foster norms of highly successful and socially motivated individuals in a community that promotes collaboration and leadership of all who engage in the Bateman school community.

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.

Two mandated parent-teacher conferences are held in the end of quarter 1 and 3, to inform parents and guardians of student academic performance; furthermore, parent-teacher conferences are held continuously throughout the school year based upon needs. These conference are conducted to address students' social, emotional, and academic needs.

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

Parents are informed of their student's progress eight times each year. Parents receive reports on their children's progress four times a year, via Progress Reports, in the middle of each quarter. Parents receive four report cards each school year at the end of each quarter.

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

In the beginning of the school year, each teacher provides parents with phone numbers and/or e-mail addresses as well as logistics on how to best communicate and collaborate with the teacher. This information is also provided electronically on the school website. Parents are welcome to contact school teachers and staff to schedule an appointment to meet before school, after school, or during their prep time.

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

Parents are welcome to join the parent volunteer group at the beginning and throughout the school year. We offer training and guidance to all parents to sign up on the CPS FACE website (Office of Family and Community Engagement). Parent assignments are given according to school needs (e.g., in the classroom, field trips, school activities, parent committees). Parents who are interested may contact the main office or the officers of the parent committees. There are set protocols and rules that parents must follow to ensure they contribute to our climate of maximizing learning time for students.

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

All students are provided with a school agenda book as one way to facilitate communication between the parent, child, and teacher. Parents are encouraged to use this tool to monitor their student's homework, etc. In addition, all parents have access to the CPS parent portal where they have the opportunity to monitor attendance, and grades and receive information on a daily basis on the progress and attendance of their student. The Bateman website also has the cps email of all Bateman teachers, providing parents with, yet another way, to reach out to teachers with any attendance or academic inquiries.

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

Our school has many active parent groups (LSC, PTA, NCLB, BAC, Boosters) who provide input and guidance to decisions made that support the education of their children.

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).

Teachers and students set measurable academic and SEL goals at the beginning of the school year and together, review progress towards these goals at least quarterly.

Parent Budget   Complete

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

*To increase parental involvement, capacity, and provide educational activities to ensure that parents are supported in their partnership between home and school. Activities occur on a monthly basis September through June of each school year. Training topics include: CCSS, Standardized Assessments (MAP/NWEA, etc.), parenting workshops, SEL awareness, cultural diversity embracement, health and fitness, etc.

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 700	.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.	$ 1100	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 391	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount	.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 700	.00
\ 54205\ **Travel**	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 400	.00
\ 54565\ **Reimbursements**	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 1130	.00
\ 53510\ **Postage**	Must be used for parent and family engagement programs only.	$ Amount	.00
53306	**Software** Must be educational and for parent use only.	$ Amount	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ 500	.00