

Daniel C Beard Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	Whole Staff	Invitation to complete the SEF framework
02/13/2020	Flex Day - All teachers	CIWP Priorities
02/25/2020	CIWP team meeting	Brain Storming around
03/10/2020	CIWP team meeting	open discussion meeting
05/08/2020	whole staff	budget alignment to ciwp

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** *Partnered with outside agency for SEL professional development of staff *Classdojo used to share mission and vision *School has vision and mission posted everywhere throughout the building *Team meetings and events are shared through a school wide calendar *Every staff member is on a CIWP team *All staff is invited to have voice in decision making process of the school *Writing team had representation from all grade levels *Weekly Team notes, team

meetings, handbook, provide clear expectations for all staff *All teachers are on a CIWP team.

- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** *Staggered start times and arrival doors are flexible for student arrival and dismissal *Professional learning aligns with SEL component *Budget is aligned to CIWP goals *Physical environment supports student academic learning and social emotional development: child centered *Staff vacancies are filled immediately: staff members are included in interviews for new positions *Physical environment is inclusive of all children *Vision,mission statement and SEL is evident throughout the building

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** *Kindergarten through third grade students would benefit from hands on real world life skills learning *Creative Curriculum is hands on,real world and developmentally appropriate themes that encompasses all developmental areas. *Curriculum allows for generalization *Creative Curriculum has multicultural and a good mix of fiction and non fiction *School has curriculum for all subjects: math, ELA, science and social studies *Wonders curriculum is accessible to the students and easy to modify *Supplemental curriculum is available for all subject areas for all students *Wonder meets the ELL needs of all the students *
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)

- 3 Engage students in learning and foster student ownership
- 2 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Speech provides many assistive tech devices to the school. PECS is introduced in prek instructional classrooms. Every student should be able to access an appropriate mode of communication the teachers and staff are familiar with. Staff should be using communication for students to have a voice. We will further build out each student's ability to communicate by supporting the purchases of PECs binders, software and training for staff. Communication and teaching students how to have a voice will be the primary focus of this area.
 - *Beard ballot is used by all students
 - *Classrooms use voting throughout the day.
 - *Urban Gateways, Curiosity Dome, Story Bus Community helpers are all brought to the school to provide students with community culture experiences
 - *Morning announcements provide students with voice
 - *Students are presented with a working for card for them to choose what they are working for.
 - *Student centered work is displayed throughout the building to celebrate what students are working on
 - *Feelings charts throughout the building provide students with a voice to express themselves
 - Teachers will provide students with feedback and goal sharing opportunities.
- 4 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:**
- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
 - 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** *PBIS is universally implemented *Beard Ballot provides students a voice *Calm Classroom provides students with roles and responsibilities *Weekly team meetings and common planning time are beneficial to teachers
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process

- 3 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 3 Exercise student voice (REQUIRED: OSEL)
- 3 Authentically interact with community and civic leaders
- 3 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture
- **Evidence:**
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** *Staff is QBS trained *We have calls on walkie talkie for additional support when needed *SEL components are in place *Safety and Order Team in place
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** *De-escalation strategies are available throughout the school *Sensory/calm down areas are in all classrooms *
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)

- **Evidence:** *Mystery Reader is an opportunity for parents to come to school
*Parents come in as community helpers *Parents are invited to participate in field trips * *

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Quality and Character of School Life: Relational Trust	2
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1
Math attainment among students with IEP's

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate	Overall		93.00	95.00
I chose this metric due to the low attendance rate that Beard has overall for preschool and diverse learners with IEP's.	Students with IEPs		93.00	95.00
(Blank)				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Highest performing measures include parent influence on decision making, socialization of new teachers, innovation, reflective dialogue, and quality of professional development. Areas of improvement include collaborative practices, collective use of assessment data.			90.00	95.00	97.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
SANDI For students in grades K through 3rd, by EOY students will demonstrate over an individualized 25% growth target from the previous year in communication.	13.00	25.00		27.00	30.00
SANDI For students in grades K through 3rd, by EOY students will demonstrate over an individualized 25% growth target from the previous year in social emotional skills.	18.00	25.00		27.00	30.00
TSG 70% of students will demonstrate meeting or exceeding on TSG social emotional data.	60.00	70.00		80.00	90.00

Strategies

Strategy 1

If we do...	Engage students through high quality instruction by providing each student a way or means to communicate with, and plan for culturally relevant and high quality curriculum that is differentiated
Then we see...	relevant and personalized student learning achieved, higher order thinking questions asked, scaffolded instruction delivered, student engagement in complex tasks with opportunities to make choices and have student voice
which leads to...	a 15% increase on TSG % data scores for preschool in reading and math for EOY expectations, a 25% increase on SANDI communication, reading, math and social emotional scores, and an increase in the amount of communication devices/means each child has access to.
Budget Description	
Tags	Leadership for Continuous Improvement, Instruction, Arts Education: Embedding the Arts School-Wide, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, ODLSS: Assistive Technology, ODLSS: Cluster Programs, ODLSS: Early Childhood, ODLSS: Instructional Quality, OECE: PK Assessment & Data, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Provide each students with a school purchased PECS books to get started on having a communication device. Once identified through Speech Dept, will get own assistive tech device that is appropriate to their individualized need. <p>Tags:ODLSS: Assistive Technology, ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> • (Not started) Continue to purchase software programs that support student instruction. <p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) Implement the Beard School developed Writing Program <p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) Purchase, replenish or replace current academic content materials so that it meets the needs of the students. This includes the purchase of Scholastic Science and S.S. news articles for all students. <p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) Purchase additional iPads for students to use for remote learning plans to be supported. Purchase additional chrome books for staff members to use at home to support remote learning. <p>Tags:Instruction, ODLSS: Cluster Programs</p> <ul style="list-style-type: none"> • (Not started) Continue to support events at the school such as Author Celebration, 100 School Days, Fall Fest, Winter Assemblies, Olympics, and End of the Year celebrations. <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Work with students in cluster and prek classrooms in goal setting especially when it comes to communication. Each student in a cluster classroom will have a form of communication to utilize. Students in prek will be evaluated for needs. <p>Tags:Assessment: Monitoring Student Learning to Support Growth, ODLSS: Cluster Programs, OECE: PK Assessment & Data</p> <ul style="list-style-type: none"> • (Not started) Teachers will work with all students and parents to goal set at the beginning of the year and achieve goals. Ex: Dreams and Wishes displayed throughout the year in the classroom, all about me book, family pictures in the classroom, attendance contracts, school resources available to parents <p>Tags:FACE2: Parent Engagement</p>
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- (Not started) Teachers will create and monitor a plan that ensures all students have a form of communication and that students know how to use the device provided to them.

Tags:Instruction, ODLSS: Cluster Programs

- (Not started) Teachers will utilize the Seesaw application to send home practice work over the weekend to address where students need more support. Work will be individualized per student needs that will augment areas that can be concentrated.

Tags:MTSS: Curriculum & Instruction, OSEL: Tier 2 and 3 Interventions

- (Not started) An ILT team will be established to oversee all of the organizational committees of the school. An MTSS team, along with an MTSS interventionist will work to provide supports to all students.

Tags:Leadership for Continuous Improvement, MTSS: Problem Solving Process

- (Not started) Provide staff training as needed to perform their job and develop new skill sets to implement high quality instruction

Tags:Instruction, ODLSS: Instructional Quality

- (Not started) Continue to utilize PBIS programs in place and provide students with enrichment opportunities such as open gym, library, art, and other incentive activities as rewards for making good choices and earning class dojo points. This will be embedded throughout the instructional day.

Tags:OSEL: Supportive School Environment

- (Not started) Build classroom libraries, purchase books in native student languages, and provide take home opportunities for students through home school communication work through SeeSaw.

Tags:OSEL: Supportive Classroom Environment

- (Not started) Develop opportunities for students to develop their voice by generalizing what they learning / life skills in the community. Use the Beard Ballot as a mechanism to provide voice and choice to students that are non-verbal.

Tags:Instruction, ODLSS: Early Childhood

- (Not started) Fine Arts will be embedded throughout all of the schools academic programs.

Tags:Arts Education: Embedding the Arts School-Wide

	<ul style="list-style-type: none"> (Not started) Data will be analyzed to progress monitor ELL students and their growth towards their goals and the success of which they reach their goals. <p>Tags:MTSS: Problem Solving Process</p>
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Strategy 2

If we do...	Foster respectful and supportive student-student, student-staff and staff-staff interactions, with strong norms for responsible behaviors to encourage a sense of belonging to the school and the classroom community
Then we see...	Staff use restorative practice approaches towards students and one another, participate in peer observations and peer teaching, demonstrate empathy and compassion towards others while developing trusting relationships at the school, and contributing to the growth of a positive school environment
which leads to...	An increase in 10% scores on the 5 Essentials, 2% increase in staff and student attendance, 20% increase in families that participate and engage at school events from the previous year, 10% increase in staff that participate in school events both during and outside of the school day.
Budget Description	
Tags	FACE2: Parent Engagement, MTSS: Shared Leadership, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Staff will foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community. Adults intentionally create opportunities for students to socialize, build positive relationships, and resolve conflicts peacefully in both the classroom and during unstructured time (e.g. lunch, recess, etc.) through restorative conversations. <p>Tags:OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) Provide opportunities for all students and staff to learn social and emotional skills, including empathy, social awareness, and relationship-building through morning meetings and programs like SS Grin and Second Step. <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) Implement class dojo points, calm classroom and other supportive PBIS programs to support student SEL needs and growth. <p>Tags:OSEL: Supportive School Environment</p>

- (Not started) Students with higher levels of need have assigned staff who check in frequently or serve as mentors. Use supportive adult-student relationships to prevent and de-escalate behavior or attendance issues. This will include service providers to be on the behavior support teams of the school.

Tags:OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

- (Not started) Adults frequently acknowledge students for their positive contributions to the school community. Build a platform in which staff and students can be celebrated for their accomplishments regularly. Examples include, the board outside of the IEP conference room for staff, incentives, publishings, website photos, assembly as a few examples.

Tags:OSEL: Supportive School Environment

- (Not started) Provide frequent opportunities for teachers to collaborate, learn from each other, have peer observations, build positive relationships and a sense of community among staff (i.e, plan for restorative conversation during professional development time). Focus on adult SEL.

Tags:OSEL: Supportive Classroom Environment

- (Not started) Create a strategy for staff to bring up issues and resolve conflicts using restorative and open dialogue.

Tags:OSEL: Supportive School Environment

- (Not started) ILT team will develop a peer observation plan for all staff to observe one another while they are teaching.

Tags:OSEL: Supportive School Environment

- (Not started) Invite the Beard School teachers to help plan and create celebrations for paraprofessional and teacher appreciation week. Teachers plan for paraprofessionals and paraprofessionals will plan for teachers.

Tags:MTSS: Shared Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Involve staff in hiring process, especially for members of their own teams.

Tags:MTSS: Shared Leadership

- (Not started) Strengthen our new staff member mentor program.

Tags:Teacher Leader Development & Innovation: New Teachers

	<ul style="list-style-type: none"> • (Not started) Bring specific relationship building professional development to Beard. Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) Provide students with visual surveys and the Beard Ballot to gauge their voice. Tags:OSEL: Supportive Classroom Environment • (Not started) Work to provide families with outside play dates in which they could participate in fun activities outside of Beard School. Tags:FACE2: Parent Engagement • (Not started) Have faculty meetings either in person or through zoom so that staff is given chance to attend information shared around policies of the school. Offer webinar type meetings. Tags:OSEL: Supportive School Environment • (Not started) Build team building activities with parents, staff and community by partnering with a charity organization. Tags:FACE2: Parent Engagement, OSEL: Supportive School Environment
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Strategy 3

If we do...	Develop and teach staff strategies that offer students and families instructive, restorative, supportive and equitable approaches to relationship building
Then we see...	staff will model and use positive language, practice PBIS protocols, data track, work with a menu of tiered interventions to reinforce and reteach positive behavior expectations, and have restorative conversations
which leads to...	1% increase in 5 Essentials parent engagement and school culture scores, 15% increase in TSG social emotional learning scores, decrease in inappropriate student behaviors as tracked on data sheets in grades K through 3, 25% increase on SANDI social emotional scores, and a 2% increase in attendance scores.
Budget Description	
Tags	Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline, FACE2: Parent Engagement, MTSS: Problem Solving Process, ODLSS: Behavior Support, ODLSS: Cluster Programs, OECE: PK Assessment & Data, OSCPA: Tier 1, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: Teacher Teams

<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) Integrate universal SEL skills instruction in disciplinary responses. Explicitly teach expected behavior and positively reinforce consistently school-wide expectations</p> <p>Tags:OSCPA: Tier 1, OSEL: Supportive Classroom Environment</p> <p>• (Not started) Use data to determine which behaviors should be retaught or more heavily reinforced.</p> <p>Tags:ODLSS: Cluster Programs, OECE: PK Assessment & Data</p> <p>• (Not started) Use disciplinary interactions as opportunity to teach the IL SEL Standards and have restorative conversations.</p> <p>Tags:OSEL: Supportive School Environment</p> <p>• (Not started) Employ a PBIS 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, repair relationships, and cause minimal disruption to learning. Second Step, Anti-Bullying, SS Grin.</p> <p>Tags:MTSS: Problem Solving Process, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions</p> <p>• (Not started) Designate a restorative practices coordinators/team, responsible for leading centrally-managed responses to behaviors using consistent restorative conversations.</p> <p>Tags:MTSS: Problem Solving Process, OSEL: Supportive and Equitable Discipline Practices</p> <p>• (Not started) Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff. This will be done through the use of calm reflective sheets and by providing areas within the school (calming areas) that allow for student to staff restorative conversations.</p> <p>Tags:MTSS: Problem Solving Process, OSEL: Supportive School Environment</p> <p>• (Not started) Beard staff will assess the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention such as SS grin, second step, calming areas, class dojo points, and calm classroom instruction.</p> <p>Tags:MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions</p>
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	<ul style="list-style-type: none"> • (Not started) When planning a disciplinary response, staff members reflect on the root cause or function of the behavior and consider whether adult behavior and/or trauma may be contributing to student behavior Tags:MTSS: Problem Solving Process, OSEL: Supportive Classroom Environment • (Not started) Engage families as partners when responding to behavioral incidents Tags:FACE2: Parent Engagement • (Not started) Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline. Provide professional development training that will enhance teacher skill sets in restorative practices. Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) Employ a menu of interventions across multiple tiers of support in response to behavioral incidents Tags:ODLSS: Behavior Support, OSEL: Tier 2 and 3 Interventions • (Not started) Beard staff will employ a discipline system that ensures equity across groups of students, school-wide and district-wide. Suspensions are used as a last resort and only when the student's attendance at school presents an imminent threat to the physical or emotional safety of specific students and/or staff, or the student has caused chronic or extreme interruption to other students' participation in school activities, and prior interventions were attempted. Tags:Physical and Emotional Safety, MTSS: Problem Solving Process, ODLSS: Behavior Support • (Not started) The school uses a standardized process for documenting and monitoring misconduct and disciplinary responses and accurately reports misconducts through official district reporting systems. Tags:MTSS: Problem Solving Process, ODLSS: Behavior Support • (Not started) Providing students with celebration opportunities for their successes and work with families to include the parent engagement component in celebrations. Tags:OSEL: Supportive Classroom Environment
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Action Plan

Strategy 1

Provide each students with a school purchased PECS books to get started on having a communication device. Once identified through Speech Dept, will get own assistive tech device that is appropriate to their individualized need.

Aug 30, 2020 to Sep 13, 2020 - Speech Therapists, ILT team, Principal, MTSS team

Continue to purchase software programs that support student instruction.

Jul 01, 2020 to Dec 05, 2020 - Principal

Implement the Beard School developed Writing Program

Sep 01, 2020 to Jun 23, 2021 - Classroom teachers, MTSS interventionist

Purchase, replenish or replace current academic content materials so that it meets the needs of the students. This includes the purchase of Scholastic Science and S.S. news articles for all students.

Jul 01, 2020 to Aug 01, 2020 - Principal, classroom teachers

Purchase additional iPads for students to use for remote learning plans to be supported.
Purchase additional chrome books for staff members to use at home to support remote learning.

Jul 01, 2020 to Oct 01, 2020 - Principal, classroom teachers, ILT

Continue to support events at the school such as Author Celebration, 100 School Days, Fall Fest, Winter Assemblies, Olympics, and End of the Year celebrations.

Sep 01, 2020 to Jun 24, 2021 - ILT, Events Committee

Work with students in cluster and prek classrooms in goal setting especially when it comes to communication. Each student in a cluster classroom will have a form of communication to utilize. Students in prek will be evaluated for needs.

Sep 08, 2020 to Jun 24, 2021 - Speech, Classroom teachers

Teachers will work with all students and parents to goal set at the beginning of the year and achieve goals. Ex: Dreams and Wishes displayed throughout the year in the classroom, all about me book, family pictures in the classroom, attendance contracts, school resources available to parents

Aug 23, 2020 to Sep 15, 2020 - Classroom Teachers, parents

Teachers will create and monitor a plan that ensures all students have a form of communication and that students know how to use the device provided to them.

Sep 08, 2020 to Sep 30, 2020 - Classroom Teachers, Speech Therapists

Teachers will utilize the Seesaw application to send home practice work over the weekend to address where students need more support. Work will be individualized per student needs that will augment areas that can be concentrated.

Sep 01, 2020 to Jun 23, 2021 - Teachers

An ILT team will be established to oversee all of the organizational committees of the school. An MTSS team, along with an MTSS interventionist will work to provide supports to all students.

Sep 01, 2020 to Jun 30, 2021 - ILT, Admin, MTSS team

Provide staff training as needed to perform their job and develop new skill sets to implement high quality instruction

Aug 01, 2020 to Jun 24, 2021 - Beard Staff, Admin

Continue to utilize PBIS programs in place and provide students with enrichment opportunities such as open gym, library, art, and other incentive activities as rewards for making good choices and earning class dojo points. This will be embedded throughout the instructional day.

Sep 08, 2020 to Jun 24, 2021 - ILT, classroom teachers, service providers, MTSS

Build classroom libraries, purchase books in native student languages, and provide take home opportunities for students through home school communication work through SeeSaw.

Sep 08, 2020 to Dec 25, 2020 - Classroom teachers

Develop opportunities for students to develop their voice by generalizing what they learning / life skills in the community. Use the Beard Ballot as a mechanism to provide voice and choice to students that are non-verbal.

Sep 08, 2020 to Jun 24, 2021 - Classroom Teachers MTSS

Fine Arts will be embedded throughout all of the schools academic programs.

Sep 01, 2020 to Jun 24, 2021 - Fine Arts, Specials,

Data will be analyzed to progress monitor ELL students and their growth towards their goals and the success of which they reach their goals.

Sep 08, 2020 to Jun 24, 2021 - Beard Staff, MTSS team, ILT team, admin

Strategy 2

Staff will foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community. Adults intentionally create opportunities for students to socialize, build positive relationships, and resolve conflicts peacefully in both the classroom and during unstructured time (e.g. lunch, recess, etc.) through restorative conversations.

Sep 08, 2020 to Jun 24, 2021 - Beard Staff

Provide opportunities for all students and staff to learn social and emotional skills, including empathy, social awareness, and relationship-building through morning meetings and programs like SS Grin and Second Step.

Sep 01, 2020 to Jun 24, 2021 - Counselor, Second Step Teachers

Implement class dojo points, calm classroom and other supportive PBIS programs to support student SEL needs and growth.

Sep 01, 2020 to Jun 24, 2021 - Beard Staff

Students with higher levels of need have assigned staff who check in frequently or serve as mentors. Use supportive adult-student relationships to prevent and de-escalate behavior or attendance issues. This will include service providers to be on the behavior support teams of the school.

Sep 01, 2020 to Jun 23, 2021 - Crisis Team, Admin, classroom teachers, service providers

Adults frequently acknowledge students for their positive contributions to the school community. Build a platform in which staff and students can be celebrated for their accomplishments regularly. Examples include, the board outside of the IEP conference room for staff, incentives, publishings, website photos, assembly as a few examples.

Sep 01, 2020 to Jun 24, 2021 - ILT, classroom teachers, service providers, counselor, events committee

Provide frequent opportunities for teachers to collaborate, learn from each other, have peer observations, build positive relationships and a sense of community among staff (i.e, plan for restorative conversation during professional development time). Focus on adult SEL.

Sep 01, 2020 to Jun 24, 2021 - Classroom Teachers, paras, staff, admin

Create a strategy for staff to bring up issues and resolve conflicts using restorative and open dialogue.

Sep 08, 2020 to Jun 23, 2021 - PPC, ILT, admin

ILT team will develop a peer observation plan for all staff to observe one another while they are teaching.

Sep 01, 2020 to Jun 24, 2021 - ILT

Invite the Beard School teachers to help plan and create celebrations for paraprofessional and teacher appreciation week. Teachers plan for paraprofessionals and paraprofessionals will plan for teachers.

Oct 01, 2020 to May 29, 2021 - Beard staff

Involve staff in hiring process, especially for members of their own teams.

Jul 01, 2020 to Nov 03, 2020 - Beard teachers, paras, admin

Strengthen our new staff member mentor program.

Jul 01, 2020 to Nov 05, 2020 - AP, ILT

Bring specific relationship building professional development to Beard.

Aug 30, 2020 to Jun 24, 2021 - ILT, admin, classroom teachers

Provide students with visual surveys and the Beard Ballot to gauge their voice.

Sep 22, 2020 to Jun 24, 2021 - classroom teachers

Work to provide families with outside play dates in which they could participate in fun activities outside of Beard School.

Sep 01, 2020 to Jun 23, 2021 - PAC and BAC

Have faculty meetings either in person or through zoom so that staff is given chance to attend information shared around policies of the school. Offer webinar type meetings.

Sep 01, 2020 to Jun 24, 2021 - Beard Staff

Build team building activities with parents, staff and community by partnering with a charity organization.

Sep 01, 2020 to Jun 24, 2021 - Beard Staff, parents, community

Strategy 3

Integrate universal SEL skills instruction in disciplinary responses. Explicitly teach expected behavior and positively reinforce consistently school-wide expectations

Sep 08, 2020 to Jun 24, 2021 - staff, counselor

Use data to determine which behaviors should be retaught or more heavily reinforced.

Sep 01, 2020 to Jun 24, 2021 - classroom teachers, counselor

Use disciplinary interactions as opportunity to teach the IL SEL Standards and have restorative conversations.

Sep 01, 2020 to Jun 24, 2021 - Beard Staff, counselor

Employ a PBIS 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, repair relationships, and cause minimal disruption to learning. Second Step, Anti-Bullying, SS Grin.

Sep 01, 2020 to Jun 24, 2021 - Counselor, classroom teachers, service providers, MTSS team

Designate a restorative practices coordinators/team, responsible for leading centrally-managed responses to behaviors using consistent restorative conversations.

Sep 01, 2020 to Jun 23, 2021 - ILT, Sarti, Karijolic, Counselor, AP, teachers, counselor, MTSS team

Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff. This will be done through the use of calm reflective sheets and by providing areas within the school (calming areas) that allow for student to staff restorative conversations.

Sep 08, 2020 to Jun 24, 2021 - MTSS coordinator, crisis response team, ILT, counselor

Beard staff will assess the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention such as SS grin, second step, calming areas, class dojo points, and calm classroom instruction.

Sep 01, 2020 to Jun 24, 2021 - Beard Staff and teachers, counselor, MTSS team

When planning a disciplinary response, staff members reflect on the root cause or function of the behavior and consider whether adult behavior and/or trauma may be contributing to student behavior

Sep 08, 2020 to Jun 24, 2021 - ILT - MTSS team, service providers, classroom teachers, counselor

Engage families as partners when responding to behavioral incidents

Sep 08, 2020 to Jun 24, 2021 - teachers, service providers, parents, counselor

Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline. Provide professional development training that will enhance teacher skill sets in restorative practices.

Sep 01, 2020 to Jun 24, 2021 - ILT, MTSS, counselor

Employ a menu of interventions across multiple tiers of support in response to behavioral incidents

Sep 01, 2020 to Jun 24, 2021 - MTSS support teams, ILT, classroom teachers, para, service providers, counselor

Beard staff will employ a discipline system that ensures equity across groups of students, school-wide and district-wide. Suspensions are used as a last resort and only when the student's attendance at school presents an imminent threat to the physical or emotional safety of specific students and/or staff, or the student has caused chronic or extreme interruption to other students' participation in school activities, and prior interventions were attempted.

Sep 01, 2020 to Jun 24, 2021 - crisis team, MTSS support team

The school uses a standardized process for documenting and monitoring misconduct and disciplinary responses and accurately reports misconducts through official district reporting systems.

Sep 08, 2020 to Jun 24, 2021 - AP, teachers, MTSS and ILT team

Providing students with celebration opportunities for their successes and work with families to include the parent engagement component in celebrations.

Sep 08, 2020 to Jun 24, 2021 - ILT team, Events committee, classroom teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

All preschool students who participate in the Teaching Strategies Gold assessment will be provided with summaries of how the students did relative to other students taking the same assessment at a given point within the year. All students K-3 rd grade will be appropriately assessed with related service provider assessment tools, teacher data tracking tools and with the SANDI. When appropriate they will be measured using the DLM. Each year, at the annual meeting progress on the IEP will be reviewed with each parent. We will send home progress reports and IEP benchmark supplements every five weeks, which is then followed up with a report card distribution. Twice a year, we will have parent teacher conferences to report out progress of each student to all of our parents. Ongoing assessments of students will be going on throughout the school year through in classroom data tracking sheets completed by teachers and paras grades k through 3.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

All students will have access to Tier I curriculum and programs that build social emotional learning skill sets, nurture talents and interests, and increase engagement with the school environment and academic content. We will have an MTSS team with an MTSS interventionist that will work with students and teachers to provide Tier 2 and Tier 3 strategies to develop student success both academically and behaviorally. Beard's priority goals will focus on social emotional learning to provide strategies for self regulation, which will incorporate access to student voice, communication and advocating for self. Students will be taught restorative practices and that will lead to improved academic achievement.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Students will be provided with high quality curriculum that is aligned to state standards in preschool and to the common core standards in grades K through 3rd. Computers and technology will be purchased for all students so that they are able to utilize high quality software aligned to their learning. Teachers will meet regularly after school through an instructional leadership team to make school wide decisions. Additional programs such as second step and steam will also be put in place to provide additional supports around social emotional learning. The school is currently working on training staff members on restorative practices to ensure alignment with Exemplary SEL practices. Music will be provided by Tiny Tune makers and Chime, in addition to Art, and Literacy through Fine arts which provides students with opportunities to embedding fine arts through all academic subjects. We will continue to have student engagement activities at the school such as Fall Fest, 100 Days Celebration, Winter Assemblies, Author Celebration days, Olympics, and End of the year celebrations. There will be an MTSS interventionist that works with students that are identified at risk to create small group plans that target areas that need to be strengthened. The platform Seesaw will be utilized daily to provide students with additional practice at a tier 2 and 3 level intervention.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Our mission is to provide students a common core aligned academic curriculum with high quality instruction through a supportive and safe environment. Holding high expectations for all students, staff will work to increase student achievement and obtain desirable student behaviors and academic results through parent partnerships. This includes providing students with iPads from the beginning of the year and implementing a remote student learning plan which supports students needs at their level. With a highly trained and dedicated staff, Beard will utilize innovative and effective practices that ensure students have maximum opportunities to achieve established standards and are meeting their own IEP goals. For our preschool students the goal is to have all students meeting or exceeding expectations on TSG data by EOY checkpoints. This will be accomplished through intensive staff professional development and a highly developed level of collaborative school and parental partnership. Students in K through 3rd grade will be provided a 25% growth target to be completed at EOY assessments in either communication, reading, math or social emotional learning.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

Beard advertises through CPS for highly quality teachers that are appropriately endorsed. We have a hiring protocol in place where staff members interview candidates that they will be working with. Teachers that apply to Beard must be qualified with endorsements and certifications and have prior experience in working our students. Many referrals come from current employees at Beard School.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Beard has a teacher and paraprofessional development plan that works with staff to complete and accomplish over the course of 3 years. All teachers are provided training in how to read, write and implement and IEP (Pk-3rd), the Orton Gillingham Multisensory Approach (Institute for Multi-Sensory Education), Basic Elements of Structured Teaching (BEST) (Treatment and Education of Autistic and Communication related Handicapped Children) (Pk-3), PECS - Level I and Level II (Pyramid Educational Consultants), MTSS (PBIS, Restorative Practices, Calm Classroom, Second Step) Singapore Math (Pk-3), Touch Math, Creative Curriculum (Prek), CPR, Beard Software Programs (Class Dojo, Raz Kids, Imagine Learning, Unique Learning, MTSS logger, etc...) and should have an ESL endorsement. Other trainings include Children's Theater Red Kite Drama Engagement, QBS, REACH orientation, Chronic Conditions, Protecting Chicago's Children, Sexual Harassment and Discrimination, DCFS Mandated Reporter Training, Students in Temporary Living Situations (STLS), and all related assessment training for grade levels teachers are teaching.

Strategies to increase parent involvement, such as family literacy services.

Beard School has established a welcoming environment that is warm and friendly towards the parents and visitors. Every parent is made to feel welcome and valued. The results of our efforts are reflected on the 5 Essentials survey as "Well Organized" from our parents, with a 99% rating score. From the signing in greeting to the visitor badge made special for Beard visitors, it's all about customer service. Our approach to parent/community relations is customer service based, as is our approach to educating children and families. The mission and vision of the school is to engage families by providing them the best supports and resources. Bulletin boards are colorful, child friendly, and inviting. Specific staff are assigned to students to walk them to and from the bus, providing parents with a sense of peace of mind as students come to school each day. It is part of our PBIS program to provide families with positive feedback and get them involved in the school wide behavioral expectations both at home and at school. The two Beard School tours that are offered each month, are generally full with interested parents that have heard about our programs. Tours of the school often result in parents wanting a placement here. Due to the high level of quality supports and instruction that is provided and our reputation for student success, Beard is a highly sought after school for students with any significant disability or general education preschool program. On the 2019 5-essentials survey the rating for Involved Families, Beard received a score of 99 or "Very Strong," school rating. Teacher parent trust was rated very high at "Very Strong." Parent involvement in the school was "Very Strong," and lastly, parents influence on decision making at our schools was also rated "Very Strong." We have frequent opportunities for families and community members to become involved and engaged in school activities. These events are published on a calendar called "Calendar of the Events." The calendar of events is published on the Beard website, Facebook page, parents community Facebook pages, found in the student-parent handbook and is regularly on Class Dojo. Each child in grades K through 3 has a home school communication binder. We do so much for our parents and are so proud of the supportive work to involve our families at the school. Engagement events that bring parents to the school include the Meet and Greet, Fall Festival, Beard School Olympics, 3rd grade Transition Meeting, Preschool Transition Meeting, Local School Council Meetings, PAC Meetings, State of the School Address, Diverse Learner Parent monthly meetings, Celebration ceremonies, Beard Tours, The Big Green garden days, Earth Day, 100 Days Celebration, Parent Teacher Conferences, School Based Field Trips, Science Fair, Awards Assemblies, Winter Assemblies, Paraprofessional Appreciation Week, Teacher Appreciation Week, family events fundraisers in the evening. Parents donate their children's art tiles to

the walls of Beard as permanent memories of the student tile Beard Wall. They also support the school through the Brick fundraiser by buying a brick that gets installed into the ground. The Beard School Website is used to communicate with parents in addition to class dojo on a regular basis. If parents need translators, we have a huge team of translators on staff available to speak over 16 different languages to engage them better. Beard plans on having the following student events at the school. Fall Fest, Literacy Day Author Celebration, Winter Assemblies, Olympics, End of the Year ceremonies, Open House.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Each year Beard will hold a preschool transition plan that will invite parents and the community to attend. We will provide students with information on how to transition students to Beard throughout the summer, then offer parents the opportunity to attend Beard School's open house prior to the school year ending in June. Beard School tours will be held twice a month on Tuesdays to allow interested parents to visit the school and observe programs as they are taking place.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Beard School has a specials program set in place from the start of the school year where we create a plan in which we meet with teachers through grade level team meetings. This allows for teachers to report our academic assessments, talk about partnerships we are involved with, and discuss plans on which we seek to individualize student growth or improvement. If a student isn't meeting standards, then the teacher will invite the MTSS interventionist to provide interventions. At next level, if student assessments do not show improvement for the student, then the teacher will visit with the MTSS team to discuss further next steps that will address student learning.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Beard School has a specials program set in place from the start of the school year where we create a plan in which we meet with teachers through grade level team meetings. This allows for teachers to report our academic assessments, talk about partnerships we are involved with, and discuss plans on which we seek to individualize student growth or improvement. If a student isn't meeting standards, then the teacher will invite the MTSS interventionist to provide interventions. At next level, if student assessments do not show improvement for the student, then the teacher will visit with the MTSS team to discuss further next steps that will address student learning.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Funds that are provided will be used as designated for students falling under those programs. Title 1 funding will be utilized schoolwide to develop and work with staff in effective and most current teaching techniques and strategies. Funds will be used to target at risk students through an MTSS program that provides students with Tier 2 and Tier 3 interventions.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The CIWP plan has invited all Beard stakeholders to attend development meetings from the start of January. It was created in conjunction with the voices of all that wanted to participate. The plan was created with the voices of all in attendance. This plan will be presented to the Local School Council at the Budget approval meeting on May 12th. Community members, parents, teachers, paraprofessionals, PAC, and related service providers will be able to join in on the zoom meeting where the entire plan will be presented.

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

At the beginning of each year, an invitation is sent out to all family members to join Beard School for the PAC and BAC meetings. Two weeks prior to the meeting an agenda is sent out to all family members as a reminder that the meeting will be taking place. At the meeting, an organizational meeting is established. At the organizational meeting, officers are elected and dates for the rest of the calendar year are established. PAC and BAC members focus on establishing outside play dates and events for parents to participate on. They also help support planned school events.

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.

We will meet with parents that come to PAC meetings and incorporate suggestions and ideas in how mandated parent funds will be spent. Last year, they recommended that we partner up with SEL Chicago, and that is exactly what we did. We brought in the partnership and established meeting dates at the school that produced a very good turn out of involved parents. I foresee the partnership with our parents continuing in the same way. They also provide insight and suggestions into activities to be held at the school which all students can be involved in.

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.

Twice a year, parent teacher conferences will be held in which student assessments and student progress toward their goals will be shared with parents. Meetings will be scheduled so that all families get an opportunity to sit down with their teachers and discuss their child's goals and progress towards their goals. All students K through 3rd grade with IEP's will meet annually with the whole team to discuss the child's progress in achieving their IEP goals. Benchmark progress reports will be sent home for each child every quarter.

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.

Currently all teachers that work at Beard are highly qualified and so this will not happen. Beard goes through a rigorous hiring process and only hires highly qualified staff from the start of the interview process. Staff members that work at Beard are also encouraged to go back to school and obtain an ESL endorsement to provide ESL learning to students that require it in all classrooms.

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.

At the start of each school year, teachers reach out to all of the parents of students on their case load and schedule a meet and greet with families. At this meeting they will goal set with parents using a craft, that is displayed throughout the year. A family picture is brought in, along with donations from the supply list. The parents are given a handbook which explains academic content standards, achievement standards, assessments that their children will be taking, how they will be informed about the results of those assessments. We will also share with parents ways in which we support students through MTSS. This will start at the meet n' greet, then be scheduled for parent teacher conferences twice a year.

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.

Beard plans to implement a remote learning plan at the start of the school year by providing students with ipads to use at home. At the meet n' greet, parents will receive a copy the student parent handbook. They will also be provided with information on when the PAC dates will be held. On the school website will be available a calendar of events which has all the dates and times of events that will involve parents throughout the school year. Parent engagement is a crucial part of Beard School's mission and vision statement. We will use the platform of class dojo to get all families involved. This is where we will communicate daily

to all of our families about parent engagement events that will be held at the school. It also is a place where parents can reach teachers.

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.

We will have professional development provided to all staff in parent involvement and engagement opportunities. We will have lead teachers oversee the PAC, BAC and PPLC committees. The ILT team will oversee the organization of parent involvement events such as the meet n' greet, fall fest, winter assemblies, author celebration day, 100 school days, end of year assemblies, science fair

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.

All parents that select Beard School as their choice will be enrolled at the school. Parents will be provided with information about enrollment and be invited to the school meet and greet at the start of the school year. The school's website will also have a calendar of events that will inform families when parent activities will be taking place. They will also be enrolled into the Beard School communication platform called Class dojo.

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.

The school's website will have a calendar of events that will inform families when parent activities will be taking place. They will also be enrolled into the Beard School communication platform called Class dojo. On a daily basis, information will be posted on Class dojo reminding parents of when meetings take place. A monthly calendar will physically be sent home as reminders for all families around when engagement activities will be happening. In addition, the school website will have a list of all dates that will be posted monthly.

Policy Implementation Activities

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

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

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

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

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.)

Our mission is to provide students a common core aligned academic curriculum with high quality instruction through a supportive and safe environment. Holding high expectations for all students, staff will work to increase student achievement and obtain desirable student behaviors. With a highly trained and dedicated staff, Beard will utilize innovative and effective practices that ensure students have maximum opportunities to achieve established standards. This will be accomplished through intensive staff professional development and a highly developed level of collaborative school and parental partnership.

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.

The school will follow the cps board approved calendar for days of parent teacher conferences. The two approved parent teacher conferences days are November 18, 2020 and April 21, 2020.. Sign up genius will be sent out to all families so that can sign up for a time in which to meet with their child's teacher.

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

Each quarter teachers will provide a progress report to parents of all students. Preschool teachers will provide parents with report cards on the TSG checkpoints, and K through 3rd grade teachers will provide parents with quarterly report cards and benchmark progress reports. This includes service providers also completing and providing parents with benchmark progress reports on the services they provide students.

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

All staff are provided with prep periods daily in which they can speak with parents or schedule a meeting. Daily home communication binders will be sent home with students to capture the student's progress throughout the day in grades K through 3. Parent teacher conferences are scheduled twice a year. A meet n' greet is scheduled at the beginning of the year where parents and meet with the classroom teacher. Many parent engagement events scheduled throughout the year also give parents chances to speak with their child's teacher.

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.

All parents will be asked to complete the CPS volunteer application and be made an approved level 1 volunteer. Once parents pass that process, parents will be invited to participate in many parent engagement events offered at the school. Every month, a parent can volunteer to come into the classroom and read a story book to the class. For parents that want to observe their child in the classroom, they must

complete an application and submit it to the case manager for approval. Parents are invited to attend all PAC, BAC and LSC meetings at the school.

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

At the start of the school year, a remote learning plan for all students will be put into place. An ipad will be provided to all students so that they can take it home and work on the Seesaw app at home. Teachers will provide students with homework or practice skills that will target any areas that need to be focused on. Parents will work with their children at home completing seesaw activities, daily and especially over the weekends.

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

Parents will be invited to participate and become PAC, BAC or LSC members. Each year, parents will be invited to attend CIWP meetings to discuss and review current plans in place. They will also be invited to the state of the school addresses where they can talk with the principal about the school's direction. Many opportunities will be provided to work with parents in school planning.

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 will goal set with students and parents at the beginning of each school year. We will teach students Tier 1 interventions using a school PBIS program, calm classroom, class dojo and second step. We will have an MTSS interventionist that will work with students to help them be successful. The MTSS team will provide teachers with a team to discuss and plan for student success.

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.

Parents will be provided with parent workshop training with SEL Chicago once a quarter. The first quarter will be paid for using PAC mandated parent funds. The other three quarters will be paid for by the school.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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)	\$382.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
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.	\$0.00
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.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00