



Daniel C Beard Elementary School / Plan summary

2020-2023 plan summary

Team

Name	Role	Email	Access
Manda Lukic	Principal	mmlukic@cps.edu	Has access
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Gina Kim	ILT Team Member	gykim@cps.edu	Has access
Michele Van Pelt	ILT Team Member	mrvanpelt@cps.edu	Has access
Maggie Kelly	ILT Team Member - C & Member	mkelly27@cps.edu	Has access
Abbie Ermis	ILT Team Member - C & Member	atermis@cps.edu	Has access
Karen Ward	SECA paraprofessional	kward24@cps.edu	No Access
Katie Wiess	Social Worker	kweiss2@cps.edu	Has access
Cristina Keps	Case Manager	cmsartin@cps.edu	Has access
Andrea Patrinos	Counselor	adpatrinos@cps.edu	Has access
Alana Duffy	ILT Team Member - C & Member	amkearns@cps.edu	Has access
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Gabriella Esquivel	Climate and Culture Team Member	gesquivel10@cps.edu	Has access

Siobhan Toler	Climate and Culture Team Member	stoler@cps.edu	Has access
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Self-assessment

Manda Lukic (Jan 31, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

The selection of the CIWP team very intentional and strategic. They are the leads of the CIWP teams this year, representatives of our preschool program, our blended program, our diverse learner program, our fine arts program, and of our ELL student programs along with administration. We will be meeting twice a week to go through the process to select 2 to 3 priority goals for the upcoming SIPAAA cycle.

Yes The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

Yes The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted.

Yes The CIWP team includes staff reflecting the diversity of student demographics and school programs. The CIWP team should include content leads, program coordinators, staff serving student groups who are historically disadvantaged, etc.

Yes The CIWP team includes parents, community members and LSC members.

Yes All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of Inclusive Partnerships and as appropriate for each stakeholders role. (Resource: CPS Spectrum of Inclusive Partnerships)

Manda Lukic (Jan 31, 2020)

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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
12/14/2021	ILT team updating ciwp	tracking and alignment to ciwp

School Excellence 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.
- NA Practice is not applicable.
⊘ Not scored

Leadership and Structure for Continuous Improvement [Expand all](#)

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 Expand all

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 students *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,

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 "C" 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 Expand all

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 **

Score	Framework dimension and category	Area of focus <input type="checkbox"/> = Not of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1 2 3 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	<input checked="" type="checkbox"/> 1 2 3 4 5 <input type="checkbox"/>
3	Quality and Character of School Life: Relational Trust	1 <input checked="" type="checkbox"/> 2 3 4 5 <input type="checkbox"/>
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1 2 3 4 5 <input type="checkbox"/>
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1 2 <input checked="" type="checkbox"/> 3 4 5 <input type="checkbox"/>
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1 2 3 4 5 <input type="checkbox"/>
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1 2 3 4 5 <input type="checkbox"/>
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	1 2 3 4 5 <input type="checkbox"/>
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1 2 3 4 5 <input type="checkbox"/>
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1 2 3 4 5 <input type="checkbox"/>
4	Quality and Character of School Life: Family & Community Engagement	1 2 3 4 5 <input type="checkbox"/>
4	Quality and Character of School Life: Physical and Emotional Safety	1 2 3 4 5 <input type="checkbox"/>

Goals

Areas of critical need and root cause analysis

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.;

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)	(Blank)

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
(Blank)			(Blank)	(Blank)
			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)
			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)
			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)
			(Blank)	(Blank)

Required metrics (Elementary)

133% complete

2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
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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.

(Blank)	(Blank)	95.00	97.00
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Custom metrics

100% complete

2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
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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
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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
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TSG

70% of students will demonstrate meeting or exceeding on TSG social emotional data.

60.00

70.00

80.00

90.00

Self-assessment

Manda Lukic (Mar 11, 2020)

Overall assessment: **1 (no/few practices evident)**

- | | |
|-----|--|
| Yes | Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data. |
| Yes | Areas of critical need: Areas of critical need reflect findings from new data analysis. |
| Yes | Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life. |
| Yes | Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts. |
| Yes | Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism. |
| Yes | Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY. |
| Yes | Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team. |
| Yes | Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group. |
| Yes | Root cause analysis: Root causes are articulated in specific detail. |
| Yes | Root cause analysis: Root causes provide a logical link between each Area of Critical Need. |

Manda Lukic (Mar 11, 2020)

Overall assessment: **1 (no/few practices evident)**

The students at Beard grade K through 3rd grade receive a modified promotion criteria. If regression is shown they are eligible for ESY. Our students with significant disabilities do not take the NWEA or IAR therefore we do not have scores to publish as metrics.

- | | |
|----------|--|
| Somewhat | Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data. |
| Somewhat | Areas of critical need: Areas of critical need reflect findings from new data analysis. |
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| Somewhat | Root cause analysis: Root causes provide a logical link between each Area of Critical Need. |

Manda Lukic (Apr 20, 2022)

Overall assessment: **3 (most practices evident)**

- | | |
|-----|--|
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Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Manda Lukic (Apr 20, 2022)

Overall assessment: **3 (most practices evident)**

ILT continues to meet on goal setting conducting of root cause analysis

Somewhat	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
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Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Manda Lukic (Apr 20, 2022)

Overall assessment: **3 (most practices evident)**

ILT team continues to meet on school improvement root cause analysis

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
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Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

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

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

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.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

[Empty text box for notes on resource needed]

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

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

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.

Speech Therapists, ILT team, Principal, MTSS team

Aug 30, 2020 to Sep 13, 2020

On-Track

ODLSS: Assistive Technology, ODLSS: Instructional Quality

Continue to purchase software programs that support student instruction.

Principal

Jul 1, 2020 to Dec 5, 2020

Completed

MTSS: Curriculum & Instruction

Implement the Beard School developed Writing Program

Classroom teachers, MTSS interventionist

Sep 1, 2020 to Jun 23, 2021

Completed

MTSS: Curriculum & Instruction

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.

Principal, classroom teachers

Jul 1, 2020 to Aug 1, 2020

Completed

MTSS: Curriculum & Instruction

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.

Principal, classroom teachers, ILT

Jul 1, 2020 to Oct 1, 2020

Completed

Instruction, ODLSS: Cluster Programs

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.

ILT, Events Committee

Sep 1, 2020 to Jun 24, 2021

Completed

OSEL: Supportive School Environment

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.

Speech, Classroom teachers

Sep 8, 2020 to Jun 24, 2021

Completed

Assessment: Monitoring Student Learning to Support Growth, ODLSS: Cluster Programs, OECE: PK Assessment & Data

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	Classroom Teachers, parents	Aug 23, 2020 to Sep 15, 2020	Completed
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FACE2: Parent Engagement

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.	Classroom Teachers, Speech Therapists	Sep 8, 2020 to Sep 30, 2020	Completed
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Instruction, ODLSS: Cluster Programs

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.	Teachers	Sep 1, 2020 to Jun 23, 2021	Completed
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MTSS: Curriculum & Instruction, OSEL: Tier 2 and 3 Interventions

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.	ILT, Admin, MTSS team	Sep 1, 2020 to Jun 30, 2021	Completed
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Leadership for Continuous Improvement, MTSS: Problem Solving Process

Provide staff training as needed to perform their job and develop new skill sets to implement high quality instruction	Beard Staff, Admin	Aug 1, 2020 to Jun 24, 2021	Completed
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Instruction, ODLSS: Instructional Quality

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.	ILT, classroom teachers, service providers, MTSS	Sep 8, 2020 to Jun 24, 2021	On-Track
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OSEL: Supportive School Environment

Build classroom libraries, purchase books in native student languages, and provide take home opportunities for students through home school communication work through SeeSaw.	Classroom teachers	Sep 8, 2020 to Dec 25, 2020	Completed
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OSEL: Supportive Classroom Environment

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.	Classroom Teachers MTSS	Sep 8, 2020 to Jun 24, 2021	Completed
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Instruction, ODLSS: Early Childhood

Fine Arts will be embedded throughout all of the schools academic programs.	Fine Arts, Specials,	Sep 1, 2020 to Jun 24, 2021	Completed
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Arts Education: Embedding the Arts School-Wide

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

Beard Staff, MTSS team, ILT team, admin

Sep 8, 2020 to Jun 24, 2021

Completed

MTSS: Problem Solving Process

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.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

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

Area(s) of focus:

2

Action step

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.

Responsible

Beard Staff

Timeframe

Sep 8, 2020 to Jun 24, 2021

Status

Completed

OSEL: Supportive Classroom Environment

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.

Counselor, Second Step Teachers

Sep 1, 2020 to Jun 24, 2021

Completed

OSEL: SEL Instruction

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

Beard Staff

Sep 1, 2020 to Jun 24, 2021

On-Track

OSEL: Supportive School Environment

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.

Crisis Team, Admin, classroom teachers, service providers

Sep 1, 2020 to Jun 23, 2021

Completed

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

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.	ILT, classroom teachers, service providers, counselor, events committee	Sep 1, 2020 to Jun 24, 2021	Completed
OSEL: Supportive School Environment			
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.	Classroom Teachers, paras, staff, admin	Sep 1, 2020 to Jun 24, 2021	On-Track
OSEL: Supportive Classroom Environment			
Create a strategy for staff to bring up issues and resolve conflicts using restorative and open dialogue.	PPC, ILT, admin	Sep 8, 2020 to Jun 23, 2021	Completed
OSEL: Supportive School Environment			
ILT team will develop a peer observation plan for all staff to observe one another while they are teaching.	ILT	Sep 1, 2020 to Jun 24, 2021	Cancelled
OSEL: Supportive School Environment			
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.	Beard staff	Oct 1, 2020 to May 29, 2021	Completed
MTSS: Shared Leadership, Teacher Leader Development & Innovation: Teacher Teams			
Involve staff in hiring process, especially for members of their own teams.	Beard teachers, paras, admin	Jul 1, 2020 to Nov 3, 2020	Completed
MTSS: Shared Leadership			
Strengthen our new staff member mentor program.	AP, ILT	Jul 1, 2020 to Nov 5, 2020	Completed
Teacher Leader Development & Innovation: New Teachers			
Bring specific relationship building professional development to Beard.	ILT, admin, classroom teachers	Aug 30, 2020 to Jun 24, 2021	Completed
Teacher Leader Development & Innovation: Teacher Teams			
Provide students with visual surveys and the Beard Ballot to gauge their voice.	classroom teachers	Sep 22, 2020 to Jun 24, 2021	Completed
OSEL: Supportive Classroom Environment			
Work to provide families with outside play dates in which they could participate in fun activities outside of Beard School.	PAC and BAC	Sep 1, 2020 to Jun 23, 2021	Cancelled
FACE2: Parent Engagement			
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.	Beard Staff	Sep 1, 2020 to Jun 24, 2021	Completed

OSEL: Supportive School Environment

Build team building activities with parents, staff and community by partnering with a charity organization.	Beard Staff, parents, community	Sep 1, 2020 to Jun 24, 2021	Completed
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FACE2: Parent Engagement, OSEL: Supportive School Environment

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.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

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, OSCP: Tier 1, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: Teacher Teams

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Integrate universal SEL skills instruction in disciplinary responses. Explicitly teach expected behavior and positively reinforce consistently school-wide expectations	staff, counselor	Sep 8, 2020 to Jun 24, 2021	Completed

OSCP: Tier 1, OSEL: Supportive Classroom Environment

Use data to determine which behaviors should be retaught or more heavily reinforced.	classroom teachers, counselor	Sep 1, 2020 to Jun 24, 2021	Completed
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ODLSS: Cluster Programs, OECE: PK Assessment & Data

Use disciplinary interactions as opportunity to teach the IL SEL Standards and have restorative conversations.	Beard Staff, counselor	Sep 1, 2020 to Jun 24, 2021	Completed
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OSEL: Supportive School Environment

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.	Counselor, classroom teachers, service providers, MTSS team	Sep 1, 2020 to Jun 24, 2021	Completed
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MTSS: Problem Solving Process, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions

Designate a restorative practices coordinators/team, responsible for leading centrally-managed responses to behaviors using consistent restorative conversations.	ILT, Sarti, Karjijolich, Counselor, AP, teachers, counselor, MTSS team	Sep 1, 2020 to Jun 23, 2021	Completed
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MTSS: Problem Solving Process, OSEL: Supportive and Equitable Discipline Practices

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.	MTSS coordinator, crisis response team, ILT, counselor	Sep 8, 2020 to Jun 24, 2021	Completed
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MTSS: Problem Solving Process, OSEL: Supportive School Environment

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.	Beard Staff and teachers, counselor, MTSS team	Sep 1, 2020 to Jun 24, 2021	Completed
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MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions

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	ILT - MTSS team, service providers, classroom teachers, counselor	Sep 8, 2020 to Jun 24, 2021	Completed
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MTSS: Problem Solving Process, OSEL: Supportive Classroom Environment

Engage families as partners when responding to behavioral incidents	teachers, service providers, parents, counselor	Sep 8, 2020 to Jun 24, 2021	Completed
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FACE2: Parent Engagement

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.	ILT, MTSS, counselor	Sep 1, 2020 to Jun 24, 2021	Completed
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Teacher Leader Development & Innovation: Teacher Teams

Employ a menu of interventions across multiple tiers of support in response to behavioral incidents	MTSS support teams, ILT, classroom teachers, para, service providers, counselor	Sep 1, 2020 to Jun 24, 2021	Completed
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ODLSS: Behavior Support, OSEL: Tier 2 and 3 Interventions

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.	crisis team, MTSS support team	Sep 1, 2020 to Jun 24, 2021	Completed
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Physical and Emotional Safety, MTSS: Problem Solving Process, ODLSS: Behavior Support

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

AP, teachers, MTSS and ILT team

Sep 8, 2020 to Jun 24, 2021

Completed

MTSS: Problem Solving Process, ODLSS: Behavior Support

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

ILT team, Events committee, classroom teachers

Sep 8, 2020 to Jun 24, 2021

Completed

OSEL: Supportive Classroom Environment

Action Plan

Strategy 1

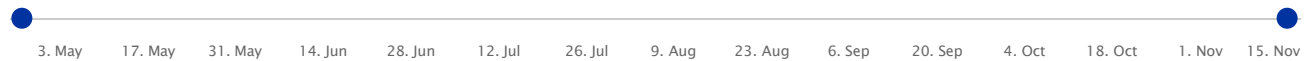
ON-TRACK

NOV 15, 2021

✚ 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

Status history



ON-TRACK

Nov 15, 2021

Evidence

Staff attended PECS training in August.

Speech department is taking inventory to determine what needs to be purchased.

ON-TRACK

Apr 27, 2021

Evidence

Pyramid Consultant Training is scheduled for formal training PECS Level 1 in August, 2021 for PK - 3 grades.

Students have ongoing evaluations for assistive tech and augmentative communication as determined by data collection and the IEP team.

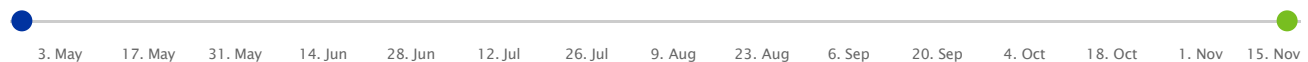
COMPLETED

NOV 15, 2021

✚ Continue to purchase software programs that support student instruction.

Jul 01, 2020 to Dec 05, 2020 - Principal

Status history



COMPLETED

Nov 15, 2021

Evidence

All of the software programs that were approved by SOPPA have been renewed or purchased by the school.

ON-TRACK

Apr 27, 2021

Evidence

Seesaw, Happy Numbers, Kids A-Z, Unique Learning, Brain Pop Jr., Pear Deck, Choose It Maker, Mystery Science, Orton-Gillingham, Rozzy, and Touch Math subscriptions have either been renewed or purchased to support both remote and in person student learning.

COMPLETED

APR 27, 2021

✚ Implement the Beard School developed Writing Program

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

Status history



COMPLETED

Apr 27, 2021

Evidence

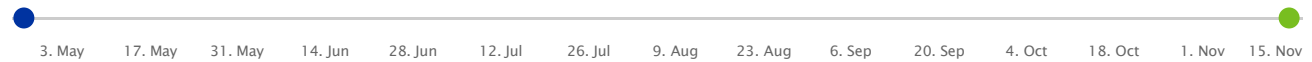
The Writing Team created a school wide writing program for grades PK - 3 that directly aligns with the Illinois Learning Standards and differentiates for all learners within the school.

COMPLETED NOV 15, 2021

+ 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

Status history



COMPLETED

Nov 15, 2021

Evidence

Unique Learning was purchased for the school. Touch Math kits were distributed to the special education teachers. Seesaw was purchased for asynchronous learning to use if a class has to quarantine.

ON-TRACK

Apr 27, 2021

Evidence

Due to the pandemic, online software programs (Seesaw, Pear Deck, Kids A-Z, Happy Numbers) were purchased to meet the students' academic needs. New products for Touch Math were purchased as well as additional materials to replenish classroom curriculum.

COMPLETED APR 27, 2021

+ 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

Status history



COMPLETED

Apr 27, 2021

Evidence

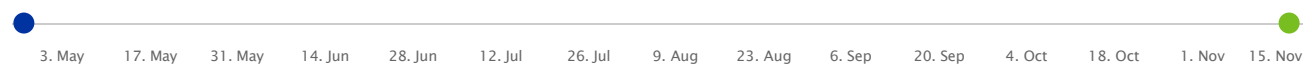
CPS provided iPads for the students. Beard School purchased the additional Chrome books needed for staff.

COMPLETED NOV 15, 2021

+ 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

Status history



COMPLETED

Nov 15, 2021

Evidence

End of year celebrations were held last year, fall fest was held end of October, winter fest and winter assemblies are upcoming. Events team is working on parent and student engagement activities for the remainder of the year.

ON-TRACK

Apr 27, 2021

Evidence

All celebrations were conducted remotely this past and current school year thru virtual graduation ceremonies, Meet & Greet, Monthly Mystery Readers, and 100th Day Celebrations.

COMPLETED NOV 15, 2021

+ 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

Status history



COMPLETED

Nov 15, 2021

Evidence

Teachers are collaborating with speech therapists to evaluate students progress and needs.

Prek classrooms continue to use ESI-R, ASQ, TSG, and MTSS data collection to determine needs.

Students in cluster programs continue to utilize PECS, CORE boards, communication devices as well as communication support centers within the classroom to develop communication.

ON-TRACK

Apr 27, 2021

Evidence

PK classrooms use ESI-R, ASQ, TSG, MTSS data collection to determine needs.

Students in a cluster program are either utilizing PECS, CORE Boards, communication devices, as well as communication support centers within the classrooms to develop communication.

COMPLETED NOV 15, 2021

+ 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

Status history



COMPLETED

Nov 15, 2021

Evidence

All classrooms sent home Dreams and Wishes ornaments for parents to complete for their children, All About Me Books, and the family pictures.

Attendance contracts are discussed as needed and on an on-going basis. Counselor sends out attendance reports to teachers. IEP teams meet with parents during meetings to discuss their goals for their children. Teachers complete a pre-interview before IEP meetings to discuss previous goals and future goals.

ON-TRACK

Apr 27, 2021

Evidence

All classrooms sent home, received and displayed Dreams and Wishes ornaments, All About Me Books, and the family pictures. Attendance contracts were discussed at parent/teacher conferences. Parents in the cluster program received interest/needs survey for their child at the beginning of the school year in order to determine personal goals that may not be necessarily reflected on the IEP.

COMPLETED NOV 15, 2021

+ 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

Status history



3. May 17. May 31. May 14. Jun 28. Jun 12. Jul 26. Jul 9. Aug 23. Aug 6. Sep 20. Sep 4. Oct 18. Oct 1. Nov 15. Nov

COMPLETED

Nov 15, 2021

Evidence

PK classrooms use ESI-R, ASQ, TSG, MTSS data collection to determine needs.

Students in a cluster program are either utilizing PECS, CORE Boards, communication devices, as well as communication support centers within the classrooms to develop communication.

Teachers and/or speech providers monitor their progress per the IEP goals. Students who are non-verbal are provided multiple opportunities throughout the school day to practice utilizing their communication skills via PECS or assistive tech device. Both teachers and parents have access to training on the correct way to use the assistive tech device and how to monitor the progress of the student. Speech providers meet with the teachers and determine mini-goals to track the progress of the student. Once training on the device has been completed, the device provider gives teachers/parents/speech providers data tracking sheets to monitor student progress.

ON-TRACK

Apr 27, 2021

Evidence

PK classrooms use ESI-R, ASQ, TSG, MTSS data collection to determine needs.

Students in a cluster program are either utilizing PECS, CORE Boards, communication devices, as well as communication support centers within the classrooms to develop communication.

Teachers and/or speech providers monitor their progress per the IEP goals. Students who are non-verbal are provided multiple opportunities throughout the school day to practice utilizing their communication skills via PECS or assistive tech device. Both teachers and parents have access to training on the correct way to use the assistive tech device and how to monitor the progress of the student. Speech providers meet with the teachers and determine mini-goals to track the progress of the student. Once training on the device has been completed, the device provider gives teachers/parents/speech providers data tracking sheets to monitor student progress.

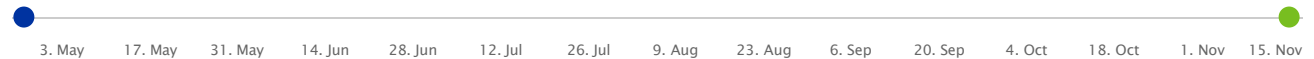
COMPLETED

NOV 15, 2021

+ 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

Status history



COMPLETED

Nov 15, 2021

Evidence

Students are enrolled in Seesaw and can be assigned asynchronous activities as needed.

ON-TRACK

Apr 27, 2021

Evidence

Seesaw has been utilized to support learning during remote instruction as well as to support extended learning of in person students.

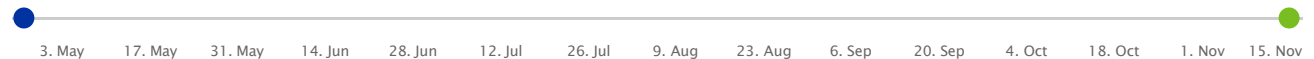
COMPLETED

NOV 15, 2021

+ 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

Status history



COMPLETED

Nov 15, 2021

Evidence

ILT, Culture and Climate, and the BHT teams have been established and have been implementing strategies to best support all students. All teams have ongoing communication to consistently develop, modify, and implement strategies based on the students current needs.

ON-TRACK

Apr 27, 2021

Evidence

Both an ILT and MTSS team have been established and have been implementing strategies to best support all students. Both teams have ongoing communication to consistently develop, modify, and implement strategies based on the students current needs.

COMPLETED

NOV 15, 2021

✚ 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

Status history



COMPLETED

Nov 15, 2021

Evidence

Staff training is ongoing thru CPS Safe Schools as well as school based training to support and/or learn skill sets. Orton-Gillingham, TSG training Seesaw have all been completed by staff members. During the November PD day all staff received on EL, Adult SEL, as well as Positive Discipline from Kristin Houvious.

ON-TRACK

Apr 27, 2021

Evidence

Staff training is ongoing thru CPS Safe Schools as well as school based training to support and/or learn skill sets. Google trainings, Orton-Gillingham, TSG training, Seesaw, Pear Deck, QBS and Network sponsored SECA/TA training have all been completed by staff members.

ON-TRACK

NOV 15, 2021

✚ 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

Status history



ON-TRACK

Nov 15, 2021

Evidence

PBIS language and rules are being utilized school wide. Admin provided visuals for all classrooms in the beginning of the school year. Visuals are also posted throughout the public areas of the school.

Class Dojo is not SOPPA approved. Climate and Culture team is working on a new reward system.

ON-TRACK

Apr 27, 2021

Evidence

PBIS is utilized on a daily basis for both remote and in person students. Visuals are posted throughout the school. ClassDojo points, prize boxes, and the school store are used as part of the incentive program. All staff has been and uses appropriate PBIS verbage that is consistent throughout the school.

COMPLETED

NOV 15, 2021

✚ 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

Status history



COMPLETED

Nov 15, 2021

Evidence

Most classrooms received funding for classroom libraries and literacy materials. New preschool classrooms were provided multicultural and SEL books. Teachers have utilized DonorsChoose to supplement classroom libraries. Teachers made many google slide book versions to use for remote learning as well as in person learning. Classrooms have lending libraries for students to check out books to take home.

ON-TRACK

Apr 27, 2021

Evidence

Teachers have utilized Donors Choose in order to supplement current classroom libraries that are multi-cultural as well as books in native languages that support EL students. Prior to moving to all remote learning, classrooms were using a library check-out system for students to check out books to share with their families at home.

This will broaden once access to Skyline is granted.

Activity opportunities are posted daily on Seesaw that further encourage literacy development.

COMPLETED NOV 15, 2021

+ 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

Status history



COMPLETED

Nov 15, 2021

Evidence

Beard Ballot has been utilized this year. Students can present their family engagement projects to the class. Students answer questions of the day during morning meeting. Students in the cluster classrooms are given the choice of what they want to work for that day.

ON-TRACK

Apr 27, 2021

Evidence

Beard Ballot was utilized until the transition to remote learning in March, 2020. For the current school year, this has been utilized in individual classrooms through the Question of the Day as well as the student survey.

COMPLETED NOV 15, 2021

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

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

Status history



COMPLETED

Nov 15, 2021

Evidence

Our students have access to a music program and art class. Art activities are embedded within the curriculum in the classrooms.

ON-TRACK

Apr 27, 2021

Evidence

Chime, Tiny Tunemakers, and art class is offered to all students pk - 3. Likewise, these areas are embedded in the curriculum used.

COMPLETED NOV 15, 2021

+ 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

Status history



COMPLETED

Nov 15, 2021

Evidence

ELL student progress is monitored through the data analysis of original pre-ipt screener, the ACCESS or Alternate ACCESS test as well as TSG checkpoints for EL students within a classroom. Progress is also monitored through the IEP benchmarks and goals.

ON-TRACK

May 03, 2021

Evidence

ELL student progress is monitored through the data analysis of original pre-ipt screener, the ACCESS or Alternate ACCESS test as well as TSG checkpoints for EL students within a classroom. Progress is also monitored through the IEP benchmarks and goals.

Strategy 2

COMPLETED DEC 14, 2021

✚ 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

Status history



COMPLETED

Dec 14, 2021

Evidence

Staff is currently administering and analyzing the data from student and staff surveys to determine attitudes towards school climate. Improvements will be made based on aggregated data. We have created many opportunities for students to socialize and build relationships as well as resolve conflicts. Several staff members have trained and are certified in restorative and positive discipline practices. PBIS program has been put into place and is being implemented school wide.

ON-TRACK

Mar 01, 2021

Evidence

Staff is currently administering and analyzing the data from student and staff surveys to determine attitudes towards school climate. Improvements will be made based on aggregated data.

COMPLETED DEC 14, 2021

✚ 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

Status history



COMPLETED

Dec 14, 2021

Evidence

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Programs that have been implemented besides PBIS within individual classrooms include: Second Step, Calm Classroom, SS Grin, Rainbows, Sanford Harmony, Me Moves, Go Noodle, and Teach Kindness. Teachers also have students complete reflection exercises on how they feel they completed a task and also allow for times of reflection to self-asses emotional well-being.

ON-TRACK

Mar 01, 2021

Evidence

Staff is currently administering and analyzing the data from student and staff surveys to determine attitudes towards school climate. Improvements will be made based on aggregated data.

ON-TRACK JAN 07, 2022

✚ 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

Status history



ON-TRACK

Jan 07, 2022

Evidence

Due to vendor restrictions, ClassDojo was stopped being used as of July 1, 2021. Currently, some teachers have incorporated the use of Beard Bucks, Caught Being Kind, or other type of individual classroom reward system to encourage positive behavior within the classroom. The Culture and Climate team is currently working on incorporating a school-wide program that is consistently building a community of trust and positive behavior.

The Beard School Store is in development and will be implemented starting the 3rd quarter.

Programs that have been implemented besides PBIS within individual classrooms include: Second Step, Calm Classroom, SS Grin, Rainbows, Sanford Harmony, Me Moves, Go Noodle, and Teach Kindness. Teachers also have students complete reflection exercises on how they feel they completed a task and also allow for times of reflection to self-asses emotional well-being.

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ON-TRACK

Mar 01, 2021

Evidence

Staff and students continue to utilized SEL programs including Dojo, Calm Classroom, PBIS, RP, and Second Step to support overall SEL growth.

COMPLETED DEC 14, 2021

✦ 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

Status history



COMPLETED

Dec 14, 2021

Evidence

RSPs are members of the Climate and Culture team and meet regularly on Fridays to discuss the individual needs of students on a case by case basis. A Behavioral Health Team meets on Wednesdays as well to discuss students' progress and any necessary follow ups that need to be completed with students that may be of concern.

An after school program has been started that provides opportunities for students with special needs to integrate with their general education for peer role modeling.

ON-TRACK

Mar 01, 2021

Evidence

RSPs are members of the Climate and Culture team and meet regularly on Wednesdays to discuss the individual needs of students on a case by case basis.

COMPLETED DEC 14, 2021

✦ 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

Status history



COMPLETED

Dec 14, 2021

Evidence

A "caught being kind" bulletin board is posted in the main hallway in which pictures are posted of students making positive choices. Within the Seesaw program, teachers are able to post pictures and other activities of students cooperating within the classroom on joint projects. Parents are encouraged to comment on their students' work as well to strengthen the school-to-home connection. Morning announcements have been announced each morning where birthdays, DonorsChoose projects, etc. are announced. PBIS visuals are used to reinforce preferred behavior. Perfect attendance is posted on Seesaw and children receive certificates to students with perfect attendance each month. During various learning units throughout the school year, a celebration of learning for that particular topic is displayed in the hallways for parents and other school staff and students to view. Bulletin boards within the hallways and within the classrooms have student created work that showcases their abilities and learning.

We encourage all students to use their voice within the school by participating in the Beard Ballot to express their opinions and help make school wide decisions including the naming of our school turtle. Students have participated in the morning announcements as well as the pledge which also encourages them to take pride in a leadership role.

ON-TRACK

Apr 28, 2021

Evidence

We worked on a kindness curriculum and posted a bulletin board where we celebrated students who were "caught being kind". On ClassDojo teacher appreciate week activities were posted for parents to acknowledge their teachers. Morning announcements have been announced each morning where birthdays, DonorsChoose projects, etc. are announced. PBIS visuals are used to reinforce preferred behavior. Perfect attendance is posted on Class Dojo and children receive certificates to students with perfect attendance each month.

ON-TRACK JAN 07, 2022

✦ 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

Status history



ON-TRACK

Jan 07, 2022

Evidence

Administration has provided staff with self-care PDs to promote healthy self-care practices. Calm Classroom techniques have been introduced to school wide professional development days to encourage self-care among the staff. Staff is participating in adult-wellness and community building activities such as Secret Santa, a virtual shout-out board to other employees, a hyped up music list which compiles a list of staffs' favorite music. Opportunities outside of the work environment (staff outings) are organized as is allowed during the pandemic and current COVID restrictions and/or protocols. The Padlet website is being used to encourage staff members to complete shout outs.

During grade level team meetings or after school (in-person or virtual), staff members have met to collaborate on ideas for different learning units. Due to COVID restrictions, peer observations are currently on hold but will be revisited once COVID restrictions lift.

ON-TRACK

Dec 14, 2021

Evidence

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ON-TRACK

Mar 01, 2021

Evidence

Moral Committee continues to engage staff with get-to-know-you bulletin board.

ON-TRACK

Mar 01, 2021

Evidence

Administration has provided staff with self-care PDs to promote healthy self-care practices.

COMPLETED DEC 14, 2021

+ 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

Status history



COMPLETED

Dec 14, 2021

Evidence

The PPC committee gives the staff opportunities to freely express themselves in regards to the morale of the school . There is an anonymous google form that has been shared with all staff so that they can anonymously share their concerns. The PPC brings the concerns to admin and they work together to come to a resolution. Those resolutions are shared with staff in writing.

A school wide induction program has been established for all newer teachers and teachers that are new to Beard. This program meets once to twice a month as needed. New teachers are also encouraged to seek out their mentors at any time a question arises.

Each week individual classroom teams fill out collaboration notes in which a section is listed where any questions or concerns for administration can be listed.

ON-TRACK

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ON-TRACK

Apr 28, 2021

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CANCELLED

APR 28, 2021

+ 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

Status history

Apr 28

CANCELLED

Apr 28, 2021

Problem

Due to the pandemic, peer observations have been cancelled.

Root Cause

We are separated into pods due to the pandemic.

Next steps

Once restrictions are lifted, according to CDC guidelines and CPS policy we will resume peer observations.

COMPLETED

JAN 07, 2022

+ 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

Status history

May 2021

Jun 2021

Jul 2021

Aug 2021

Sep 2021

Oct 2021

Nov 2021

Dec 2021

Jan 2022

COMPLETED

Jan 07, 2022

Evidence

Staff members continue to plan and create celebrations for paraprofessionals and other staff members on an ongoing basis, e.g. breakfast provided for paraprofessionals. Other examples are:

*Adult Social/Emotional PD which included Beard staff members creating their own hype list of favorite music

*Hot Cocoa Bar prior to winter break

*Acknowledging staff birthdays and other accomplishments

*Beard Social Committee creates a monthly staff appreciation events.

ON-TRACK

Apr 28, 2021

Evidence

Our plans for celebrating our teachers and paraprofessionals have been adjusted due to the restrictions caused by the pandemic. Celebrations are still occurring in individual pods. We are having a combined week of teacher/staff appreciation during the week of May 3-7.

COMPLETED

DEC 07, 2021

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

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

Status history



COMPLETED

Dec 07, 2021

Evidence

Staff have been invited to interviews when hiring teachers and paraprofessionals.

ON-TRACK

May 03, 2021

Evidence

The Culture and Climate team is gathering a list of staff members who are interested in being involved in the hiring process. Teaching assistants have been asked to participate in video interviews for the new TA's being hired.

COMPLETED

JAN 07, 2022

+ Strengthen our new staff member mentor program.

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

Status history



COMPLETED

Jan 07, 2022

Evidence

Beard Mentorship Induction Program: Staff members new to Beard or staff that is currently new to teaching have been assigned to experienced staff members. Mentors meet with mentees for at least 30 mins twice a month.

Grade level team meetings are held once a week with teachers and administration. Lead team teachers are able to answer questions at this time.

The case manager conducts weekly meeting with all RSPs at which time new information is shared, questions answered, guidance given. The case manager is responsible for disseminating all procedural changes, new guidelines, etc. to all RSPs.

Paraprofessionals that have been newly hired are also assigned a mentor and meet as needed. Administration meets weekly with paraprofessionals as a whole group which meets weekly. Likewise, weekly individual classroom meetings are held to further provide support, answer questions, etc.

ON-TRACK

May 03, 2021

Evidence

New staff members are assigned a current staff member as a mentor. Mentors and mentees meet as needed to address any questions. Staff members are planning to create a more structured mentor program to meet the needs of the 30+ new staff members who will be joining us for the 2021-2022 school year.

COMPLETED

JAN 07, 2022

+ Bring specific relationship building professional development to Beard.

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

Status history



COMPLETED

Jan 07, 2022

Evidence

Multiple opportunities of professional development for staff have been occurring:

*Kristin Houvious from SEL Chicago provided relationship building professional development to all staff in November

*Adult Social/Emotional Learning PD was given in November, 2021.

*Calm Classroom Meditation was completed as a group in order to encourage sharing of thoughts, feelings, etc.

*School counselor continually provides PD opportunities that support staff interactions and social/emotional well-being

ON-TRACK

Apr 28, 2021

Evidence

Kristin Houvious from SEL Chicago provided relationship building professional development to all staff twice during the 2019-2020 school year.

4 staff members were sent and trained to become Restorative Practice leads. They brought back what they learned to train the Beard Staff.

COMPLETED

JAN 07, 2022

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

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

Status history



COMPLETED

Jan 07, 2022

Evidence

*Visual Surveys provided at beginning of year in which students were able to voice how they felt about Beard School

*Beard Ballot occurs monthly so students can voice their opinions on questions such as "what should we name our turtle?" or "what would you rather do after break?"

*There is a Caught Being Kind bulletin board to recognize students

*Classrooms have created visual templates with all students to vote for the Beard Ballot

ON-TRACK

Apr 28, 2021

Evidence

As part of the Kindness Curriculum the Beard School students were sent a google form to assess their feelings on if they have a friend, if they feel safe at school, if they have an adult that they can talk to if they have a problem, and do you feel happy coming to school every day.

A Beard ballot was posted on Class Dojo during the time that everyone was learning remotely, the question was "What motivates you to learn more?" and "Do you feel supported at school?" Visuals were provided for students to use to answer the questions.

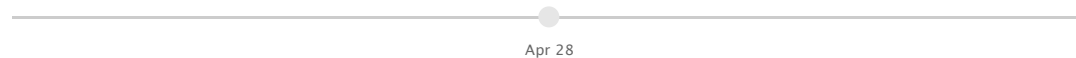
CANCELLED

APR 28, 2021

+ 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

Status history



CANCELLED

Apr 28, 2021

Problem

Pandemic

Root Cause

Pandemic

Next steps

Once restrictions are lifted according to CDC guidelines and CPS policies these opportunities will be resumed.

COMPLETED

JAN 07, 2022

+ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

We have weekly team meetings, ILT, BHT/MTSS, Culture & Climate, Safety Committee, paraprofessional meetings, weekly RSP meetings, weekly individual classroom meetings, and any additional meetings as necessary.

ON-TRACK

Apr 28, 2021

Evidence

We have weekly team meetings, ILT, MTSS, paraprofessional meetings, and additional meetings as necessary.

COMPLETED

JAN 07, 2022

+ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

Partnerships have been formed with:

*HAS (Health Care Alternative Systems)

*UCAN

*Rainbows for All Children (Rainbows) is dedicated to being the premier source of support for all youth as they navigate grief and heal from loss, whether from death, divorce, deployment, or other trauma

*Catholic Charities.

Parents and staff are aware of these outside resources and have been utilizing them. HAS will also be providing a PD for all staff members.

ON-TRACK

Apr 28, 2021

Evidence

Every Friday a parent support group is offered. Tuesday's Child offered a meeting for parents about positive parenting strategies. A 4 week session was offered in Spanish.

Strategy 3

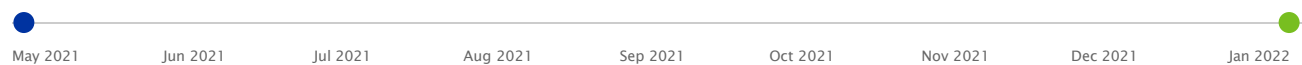
COMPLETED

JAN 07, 2022

+ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

Every staff member was given a new set of PBIS visuals that are uniform school wide. Second Step kits are in every classroom. Second step lessons are taught each week in every classroom and also provided by our counselor. Calm Classroom is also implemented. Reflection sheets with visuals that we use with our restorative practices.

ON-TRACK

Apr 28, 2021

Evidence

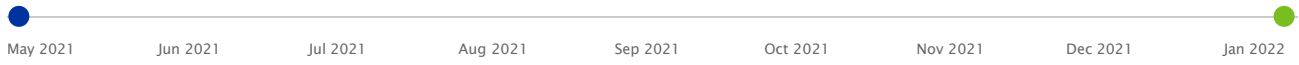
Every staff member was given a new set of PBIS visuals and the Second Step expectations. Second step lessons are taught each week in every classroom and also provided by our counselor and MTSS lead. Reflection sheets with visuals that we use with our restorative practices.

COMPLETED JAN 07, 2022

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

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

Status history



COMPLETED

Jan 07, 2022

Evidence

The SDQ is given by the classroom teacher, the ALQ is given as a pre and post in regards to SS Grin for the parent and teacher, TSG data is used to determine students needs in the area of social emotional development, Sandi, IEP data.

Staff members are meeting to analyze data that has been gathered for students with IEPs that are new to Beard who are being placed without the correct amount paraprofessional support.

ON-TRACK

Apr 28, 2021

Evidence

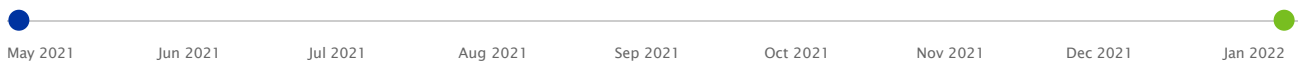
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COMPLETED JAN 07, 2022

+ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

Teachers and staff facilitate restorative conversations between students using modified techniques and visuals. This is integrated within every aspect of Beard School.

ON-TRACK

Apr 28, 2021

Evidence

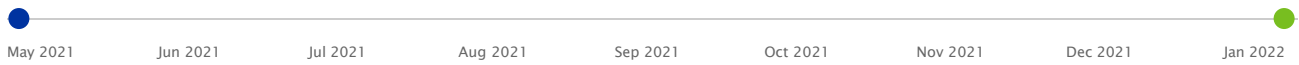
Teachers and staff facilitate restorative conversations between students using modified techniques and visuals.

COMPLETED JAN 07, 2022

+ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

According to our PBIS system students are recognized for positive behavior and can redeem their earned points for preferred rewards. First/then and

working for cards are implemented according to student IEP's.

Teachers/staff facilitate restorative conversations to resolve conflict between students.

Second step lessons are taught by classroom teachers, counselor and MTSS lead.

SS Grin has been implemented.

Additionally, some staff members have been trained in QBS (Quality Behavior Solutions) as a de-escalation tactic for complex social/emotional or behavioral challenges. Additionally, the vp has completed and is a certified trainer in QBS.

ON-TRACK

Apr 28, 2021

Evidence

According to our PBIS system students are recognized for positive behavior and can redeem their earned points for preferred rewards. First/then and working for cards are implemented according to student IEP's.

Teachers/staff facilitate restorative conversations to resolve conflict between students.

Second step lessons are taught by classroom teachers, counselor and MTSS lead.

SS Grin has been implemented.

COMPLETED

JAN 07, 2022

✚ 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, Karjolich, Counselor, AP, teachers, counselor, MTSS team

Status history



COMPLETED

Jan 07, 2022

Evidence

We have a designated crisis response team that is available to respond when necessary. De-escalation techniques are used along with restorative conversations and appropriate visuals. There is a committee of teachers that have attended restorative practices PDs.

ON-TRACK

Apr 28, 2021

Evidence

We have a designated crisis response team that is available to respond when necessary. De-escalation techniques are used along with restorative conversations and appropriate visuals.

COMPLETED

JAN 07, 2022

✚ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

Calm reflective sheets were posted throughout the school prior. Currently, these reflection sheets are available to all students within the classrooms. Restorative practices are utilized as conflicts arise. Each classroom has a calm down area and a sensory/reflection room. There are also contingency behavioral maps that is a flow chart for students saying, "if ----, then ----" to help visually support students with expressive language delays.

The school has a designated sensory room for students. Each classroom has a specific calming area available to students.

ON-TRACK

May 03, 2021

Evidence

Calm reflective sheets were posted throughout the school prior to moving to remote learning in March, 2020. Currently, these reflection sheets are available to all students within the classrooms. Restorative practices are utilized as conflicts arise. Each classroom has a calm down area and a

sensory/reflection room.

COMPLETED

JAN 07, 2022

➕ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

Teachers collect data using a variety of anecdotes, checklists, IEP progress monitoring to determine antecedents of behaviors. Based on the data the interventions are put into place. From previous teachers, to current teachers, BHT, social worker, guidance counselor and school psychologist collaborate and consult with one another to determine the root cause of a behavior and come up with strategies to support the student.

Likewise, calming areas are within each classroom as well as a calming/sensory area within the school. Beard Bucks and the Beard School Store are being implemented to further encourage positive behavior.

ON-TRACK

May 03, 2021

Evidence

Teachers collect data using a variety of anecdotes, checklists, IEP progress monitoring to determine antecedents of behaviors. Based on the data the interventions are put into place. From previous teachers, to current teachers, MTSS teacher, social worker, guidance counselor and school psychologist collaborate and consult with one another to determine the root cause of a behavior and come up with strategies to support the student.

Likewise, calming areas are within each classroom as well as a calming/sensory area within the school. ClassDojo has been implemented school wide to encourage students to follow PBIS standards to earn points for treasure chest or the school store. Calm Classroom is utilized multiple times throughout the day to support the social/emotional needs of all students.

COMPLETED

JAN 07, 2022

➕ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

Through the analysis of the anecdotes (A-B-C Chart), checklists and collaboration/consultation with the support team a determination is made as to the root cause of the behavior. Collaboration is also done with the parents to determine if there are any traumatic changes at home or other events that may impact the student. With parent consent, the FBA/BIP can be revisited and updated as needed.

ON-TRACK

May 03, 2021

Evidence

Through the analysis of the anecdotes (A-B-C Chart), checklists and collaboration/consultation with the support team a determination is made as to the root cause of the behavior. Collaboration is also done with the parents to determine if there are any traumatic changes at home or other events that may impact the student.

COMPLETED

JAN 07, 2022

➕ Engage families as partners when responding to behavioral incidents

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

Status history



COMPLETED

Jan 07, 2022

Evidence

Through the analysis of the anecdotal (A-B-C Chart), checklists and collaboration/consultation with the support team a determination is made as to the root cause of the behavior. Collaboration is also done with the parents to determine if there are any traumatic changes at home or other events that may impact the student. Parents are consulted to see if there are strategies that are being used at home that are successful so these can be implemented at school and vice versa.

Communication is done with the parents through:

Daily communication logs, progress reports, IEP meetings, parent/teacher conferences, Seesaw, phone calls, or pickup/dropoff when applicable.

ON-TRACK

May 03, 2021

Evidence

Through the analysis of the anecdotal (A-B-C Chart), checklists and collaboration/consultation with the support team a determination is made as to the root cause of the behavior. Collaboration is also done with the parents to determine if there are any traumatic changes at home or other events that may impact the student. Parents are consulted to see if there are strategies that are being used at home that are successful so these can be implemented at school and vice versa.

Communication is done with the parents through:

Daily communication logs, progress reports, IEP meetings, parent/teacher conferences, ClassDojo, phone calls, or pickup/dropoff when applicable.

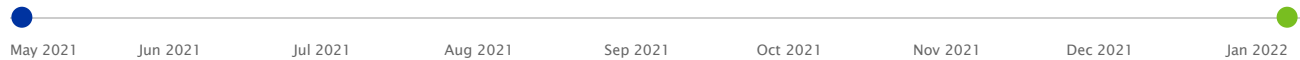
COMPLETED

JAN 07, 2022

+ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

Professional development is continually provided by both the SEL Department from CPS as well as SEL Chicago in order to better understand the effect of trauma on students. Classroom team meetings occur weekly at which time the classroom team discusses any supportive strategies for a student that may be experiencing trauma. Some staff members have attended additional professional development meetings for restorative justice. This information has been shared with the entire staff after the staff has attended these trainings.

RSPs such as the school psychologist and school social worker attend team meetings attend to ensure that current school plan is up to date and assist with any changes to behavioral plans that need to be made and also keep open lines of communication between home and school.

ON-TRACK

May 03, 2021

Evidence

Professional development has been given to staff last year by both the SEL Department from CPS as well as SEL Chicago in order to better understand the effect of trauma on students. Classroom team meetings occur weekly at which time the classroom team discusses any supportive strategies for a student that may be experiencing trauma. Some staff members have attended additional professional development meetings for restorative justice. This information has been shared with the entire staff after the staff has attended these trainings.

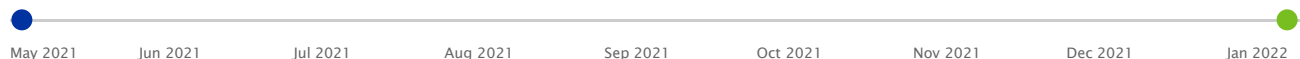
COMPLETED

JAN 07, 2022

+ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

Every classroom has the MTSS Binder and is also listed on the drive different interventions that can be utilized. These interventions are broken down per tier. The Culture and Climate Team also reviews students that have been referred to them and provides additional interventions. Tiers are reviewed monthly for effectiveness.

There is a log created in order to track potential students that may need referral services.

ON-TRACK

May 03, 2021

Evidence

Every classroom has the MTSS Binder and is also listed on the drive different interventions that can be utilized. These interventions are broken down per tier. The Culture and Climate Team also reviews students that have been referred to them and provides additional interventions.

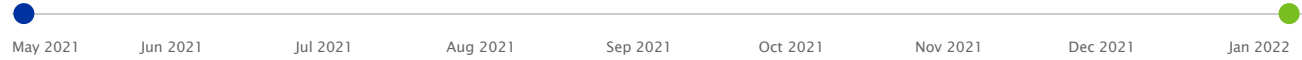
COMPLETED

JAN 07, 2022

✚ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

Beard School utilizes a multi-tiered support system in collaboration with all team/staff members that are working with the student to assess how to best support the student. This starts with the use of PBIS, the three tiers of MTSS as well as a crisis intervention team to ensure that the student is being supported and safe while at school. Multiple staff members are trained in and certified in QBS in order to help deescalate any current or imminent threat of physical or emotional safety of the student. The determination of most appropriate LRE is completed during annual IEP updates or prior if needed.

ON-TRACK

May 03, 2021

Evidence

Beard School utilizes a multi-tiered support system in collaboration with all team/staff members that are working with the student to assess how to best support the student. This starts with the use of PBIS, the three tiers of MTSS as well as a crisis intervention team to ensure that the student is being supported and safe while at school. Multiple staff members are trained in and certified in QBS in order to help deescalate any current or imminent threat of physical or emotional safety of the student.

COMPLETED

JAN 07, 2022

✚ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

Staff members are responsible for completing incidents reports in ASPEN, levels of support that are being given in MTSS, progress monitoring of behavior plans, as well as consulting/collaborating with team members and/or referring students for further behavioral intervention needs.

ON-TRACK

May 03, 2021

Evidence

Staff members are responsible for completing incidents reports in ASPEN, levels of support that are being given in MTSS, progress monitoring of behavior plans, as well as consulting/collaborating with team members and/or referring students for further behavioral intervention needs.

COMPLETED

JAN 07, 2022

✚ 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

Status history



COMPLETED

Jan 07, 2022

Evidence

In preschool, there is a culminating activity or celebration of learning completed with the students that is shared with families via Seesaw. School wide events, such as the 100th Day, include parents by sharing photos on Seesaw. Student work is displayed in the hallway throughout the entire school to showcase the work they are completing in the classroom. Awards are given at the end of the school year that highlight a specific skill a student has excelled at during the given school year. As per COVID protocol allows celebrations are held with parents attending. Individual classrooms celebrate student successes throughout the school year.

ON-TRACK

May 03, 2021

Evidence

In preschool, there is a culminating activity or celebration of learning completed with the students that is shared with families via ClassDojo. School wide events, such as the 100th Day, include parents by sharing photos on ClassDojo. Student work is displayed in the hallway throughout the entire school to showcase the work they are completing in the classroom. Awards are given at the end of the school year that highlight a specific skill a student has excelled at during the given school year. Prior to moving to remote learning, award ceremonies were held with parents attending. During remote learning at the end of 2019-2020 school year, celebrations were held in which parents were invited to participate in celebrating student accomplishments.

Fund Compliance

ESSA Program

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.

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

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 parent and family engagement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental engagement 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 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 hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly 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, 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 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 through out 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.

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.)

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, resource material distribution and/or 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.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED). Services may not be rendered until a PO has been generated.	\$ 273 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear, original, unaltered and itemized. School must keep all receipts.	\$ Amount .00

53510 **Postage**
Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.

\$	Amount	.00
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CIWP/Budget Approval

Budget crosswalk

Strategy 1

Theory of action

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.

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

3 prep teachers were purchased to provide prep coverage
.5 of Mtss teacher purchased
Art, PE, and Music will be provided to all students
.5 techco being shared with Edgebrook school

Strategy 2

Theory of action

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.

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

Working to create collaborative culture with more teacher leadership and shared leadership practices, peer support meetings, ensuring safe covid practices, end of the year celebrations, field day and end of year celebrations with invitations to parents outside, paraprofessional support week

Strategy 3

Theory of action

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.

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?


Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

focus on student assessments to drive instructional practices during teacher observations, Basic Structured Teaching Training for teachers, Preschool Conference, Orton Gillingham training, Calm Classroom training, ELL training by our ELPT, Epilepsy foundation training

Approvals

FY21 Approval Form: Signed 2020-2022 CIWP/Budget Approval Forms FY21 should be uploaded by the budget approval deadline.

File: 22-23 APPROVAL SIGNATURES.pdf

Uploaded on: Apr 20, 2022 

FY22 Approval Form: Signed 2021-2023 CIWP/Budget Approval Forms FY22 should be uploaded by the budget approval deadline.

File: ciwp and budget approval.pdf

Uploaded on: May 13, 2021 