



Newton Bateman Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

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

School Excellence Framework

Category scoring

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

Subcategory scoring

- Practice not being implemented
- Practice being partially implemented
- Practice being implemented
- Not scored

Culture of & Structure for Continuous Improvement (4 of 4 complete) Expand all

3 Leadership & Collective Responsibility

- Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.
- Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).
- Empower others to make or influence significant decisions.
- Employ the skills to effectively manage change.
- Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.
- Use the CPS Framework for Teaching to ground instructional guidance and coaching.
- Enable staff to focus and prioritize what matters most.

Evidence

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

3 Instructional Leadership Team

- Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.
- Share leadership for improving teaching and learning with representative school members.
- Use protocols and ask probing questions.
- Use timely and relevant data/evidence sources.
- Schedule and structure frequent meetings.
- Collaborate effectively, value transparency, and inform and engage stakeholders.
- Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.

Evidence

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

Professional Learning

- ⓪ Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.
- ⓪ Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)
- ⓪ Structure time for teachers to collaborate and learn together.
- ⓪ Make 'safe practice' an integral part of professional learning.
- ⓪ Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.
- ⓪ Provide induction and support for new teachers.

Evidence

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

3

Aligned Resources

- ⓪ Design a school day that is responsive to student needs.
- ⓪ Align the budget to the CIWP priorities and the mission of the school.
- ⓪ Streamline purchase procedures to minimize lapses between ordering and receiving materials.
- ⓪ Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.
- ⓪ Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.
- ⓪ Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
- ⓪ Effectively utilize Related Service Providers at the classroom level.
- ⓪ Use data including teacher evaluations and exit interviews to inform a retention strategy.
- ⓪ Make outreach efforts to engage community members as partners and resources.
- ⓪ Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.

Evidence

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

Depth & Breadth of Student Learning (4 of 4 complete) Expand all

4

Curriculum

- ⓪ Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.
- ⓪ 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.
- ⓪ Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.
- ⓪ Engage all learners in content areas by fully integrating opportunities for all learners, including:
- ⓪ Integrate academic and social emotional learning.
- ⓪ Connection to real world, authentic application of learning.
- ⓪ Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
- ⓪ Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence

Teachers at Bateman use... *CPS Content Frameworks *Lucy Calkins: Units of Study in Reading and Writing *Okapi Spanish *Haggerty, Estrellita, and Dual Language strategies *FOSS/STC science kits, *SEUP science 6-8, *GO Math, Connected Math, *Daily 5, *Second step, *PBIS, Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately: *Meetings for content vertical/horizontal alignment *Use of Art Scope and Sequence, *Interdisciplinary lesson plans *GLT collaboration time during professional development days staff wide *Weekly GLT collaboration time *Unit plans based off of CPS literacy framework, *Social Studies 3.0, *UbD planning, Utilize the "big ideas" students should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected *Team of teachers attended summer Lucy Calkins Institutes *Teachers provided staff professional development on Lucy Calkins and Workshop Model *Administration provided the staff with multiple resources (books) for each teacher in unit planning using UbD *Unit plan focus on transfer goals and essential questions *Student led projects for outcome based learning Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas *Subscriptions to Learning A-Z, Science A-Z, RazzKids, Scholastic News *Access to leveled bookroom *All students have access classroom libraries

*Use of daily content and language objectives using supports (used daily in the classroom and embedded into unit plans) *Daily support of language goals, Engage all learners in content areas by fully integrating opportunities for all learners
 *Learning goals are accessible to all students through scaffolded unit goals for the language functions: listening, speaking, reading, writing
 *Grade level team meetings weekly *Students are given the W-APT test upon entry to school to inform placement for support *ESL coach *Math coach
 *MTSS coach/coordinator *Investigation Day *School wide UbD Unit Plans
 *Bilingual team supports curriculum for ELs (professional development provided by teachers for teachers), *Blended pre-k,
 *Diverse learner teacher that collaborates with each grade level, *K-8, LLI Kits,
 *Bring in speakers from outside sources and take field trips to curriculum embedded city institutions,
 Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' *Comprehensive gifted programs
 *Kindergarten is provided with a test through the comprehensive gifted office *Students may be referred from teachers according to MAP and BAS
 Integrate academic and social emotional learning *School wide PBIS *Climate and Culture Team *Climate and Culture Team provides staff development at PDs
 *Quarterly assemblies for PBIS *Classroom "Blaze Ways Coaches" *Restorative conversations *Partnership with Urban Initiatives
 Reach outside of the classroom for real world application *Field trips to Washington D.C., Springfield, virtual field trips" *Partnerships with Loyola University and Emerald City *Field trips to various museums throughout the city, Old Town School of Music

4

Instructional Materials

- ☑ Aligned to curricular plans and expectations of the standards.
- ☑ Varied and flexible.
- ☑ Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
- ☑ Equitably available and accessible to all teachers and students.
- ☑ Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
- ☑ Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.
- ☑ Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.

Evidence

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

2

Rigorous Student Tasks

- ☑ Begin with the belief that all students can learn. (see Culture for Learning)
- ☑ Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.
- ☑ Tasks reflect the key shifts in literacy.
- ☑ Tasks reflect the key shifts in mathematics.
- ☑ Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.
- ☑ Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.

Evidence

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness.
 CULTURE FOR LEARNING: -post content and language objectives to include all students, student centered learning: choice based, teaching for artistic behavior (TAB), self assessment, self-critique, shared rubrics, opportunity for students to revise work to demonstrate progress in learning, skills based revision, peer review, reading and writing buddies, PBIS RIGOR: -UbD, content integration, teacher collaboration, math talks
 KEY SHIFTS IN LITERACY: -Workshop model, guided reading, translanguaging, co-teaching-Inclusion, text evidence K-8 (as evident by unit plans provided by teachers), sentence stems, rubrics, environmental print, students know and use leveled reading, technical reading and writing in science and social studies and use of Cornell Notes
 KEY SHIFTS IN MATH: - Go Math and Connected Math (CCSS), IXL, Math Talks, Pre/Post Assessments, teaching focus on a variety of strategies, coteaching, math coaches, teacher led GLTs, Data Deep Dives, Math Department Frequent meetings, math investigation day, math integrated in arts and science
 AUTHENTIC WORK: -investigation days (math, science, ELA), student directed/created projects for learning, reciprocal teaching, peer teaching, use of student created rubrics, product choice to demonstrate learning

3

Transitions, College & Career Access & Persistence

- ☑ TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary).
- ☑ AWARENESS - Expose students early to academic/professional worlds beyond K-12.
- ☑ READINESS – Ensure equitable access to college preparatory curriculum.
- ☑ SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))

Evidence

Monitoring the progress of English Learners and their transitions: - ACCESS Testing, school wide staff development on using EL strategies within the classroom in content and language objectives to monitor progress on a daily/weekly progress, use of WIDA standards and can do descriptors -We could provide more support for incoming new students

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

Depth & Breadth of Quality Teaching (3 of 3 complete) [Expand all](#)

3

Instruction

- ⊗ Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.
- ⊗ Effectively communicate with students.
- ⊗ Use questioning and discussion as techniques to deepen student understanding and challenge.
- ⊗ Engage students in learning.
- ⊗ Monitor the effect of teaching on student learning and integrate formative assessment into instruction.
- ⊗ Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.
- ⊗ Foster student ownership.

Evidence

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

3

Balanced Assessment & Grading

- ⊗ Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- ⊗ Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)
- ⊗ Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
- ⊗ Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- ⊗ Utilize assessments that measure the development of academic language for English learners.
- ⊗ Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs.
- ⊗ Improve and promote assessment literacy.
- ⊗ Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.

Evidence

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

3

Multi-Tiered System of Supports

- ⊗ TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)
- ⊗ TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').
- ⊗ Tier 1- Provide universal SEL instruction/strategies to promote a positive school climate where all students social and emotional growth is being addressed
- ⊗ ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)
- ⊗ TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.
- ⊗ TIER 2 & 3 - Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).

- 🕒 Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence

MTSS: -MTSS team meets bi-monthly to plan flex day PD and analyze tiered data -Continue to promote growth mindset around tiered instruction -Establish academic and SEL tiered systems of support -Tier 1 instruction is differentiated for all students (see strategic plans) -Problem solving process is evident on flex days (every 5 weeks) -Teams collaborate to analyze student growth and movement across tiers -Intervention menus for math, literacy, and SEL are available for teachers on google drive -MTSS toolkits are provided to grade level teams with menus, progress analysis protocols, and guiding questions to use on flex days Tier 2: -Specials teacher provide tier 2 interventions for benchmark grades -Interventionist provides tier 2 for literacy intervention (bi-weekly) -Wilson phonics instruction is being implemented in grades 3-8 -Documentation is maintained and updated in individual red folders as well as the MTSS database -MTSS data is used to inform instructional practice - Quarterly foci include creating smart goals, aligning interventions, and progress monitoring -clear defined referral process for SEL -Teachers interact with the case studies as well as breakout sessions to support tier 2 instructional decisions Tier 3: -MTSS consultative office hours -School-wide common interventions -School-wide incentive on moving students from tier 3 to tier 2

Quality & Character of School Life (6 of 6 complete) Expand all

3

Culture for Learning

- 🕒 Create a culture that reflects a shared belief in the importance of learning and hard work.
- 🕒 Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
- 🕒 Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
- 🕒 Provide students frequent, informative feedback.
- 🕒 Develop academic mindsets and behaviors.

Evidence

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

3

Relational Trust

- 🕒 Develop trusting relationships with students so each student has at least one trusted adult in the school.
- 🕒 Foster supportive, caring and respectful staff-student interactions.
- 🕒 Student interactions are mutually supportive and respectful, with strong norms for positive behavior.
- 🕒 Understand race and equity and its impact on student learning; recognize and support students' diverse social identities.
- 🕒 Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)

Evidence

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

3

Student Voice, Engagement, & Civic Life

- 🕒 Study politics
- 🕒 Become informed voters and participants in the electoral process
- 🕒 Engage in discussions about current and controversial issues.
- 🕒 Explore their identities and beliefs
- 🕒 Exercise student voice
- 🕒 Authentically interact with civics leaders
- 🕒 Engage with their community
- 🕒 Take informed action where they work together to propose and advocate for solutions.
- 🕒 Experience a Schoolwide civics culture

Evidence

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

4

Safety & Order

- 🕒 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.
- 🕒 Provide clear procedures for reporting and responding to safety concerns.

- ⊗ Manage efficient and orderly transitions between activities.
- ⊗ Provide a framework for positive behavior throughout the school based on shared values and expectations.
- ⊗ Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.
- ⊗ Have a voice and take informed action.
- ⊗ Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
- ⊗ Clarify criteria for office referrals versus classroom managed behavior.

Evidence

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

4

Restorative Approaches to Discipline

- ⊗ PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.
- ⊗ INSTRUCTIVE - Integrate universal SEL skills instruction and core content.
- ⊗ RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.

Evidence

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

4

Parent Partnership

- ⊗ Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.
- ⊗ Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).
- ⊗ Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
- ⊗ Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).
- ⊗ Frequently communicate with families about class and individual activities and individual student's progress.
- ⊗ Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.
- ⊗ Provide proactive communication (e.g. parent handbook and resources).
- ⊗ Partner equitably with parents speaking languages other than English.

Evidence

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊗= Not of focus
2	Depth & Breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊗
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊗
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊗
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊗
3	Depth & Breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊗
3	Depth & Breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊗
3	Depth & Breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ⊗

3	Depth & Breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊖
3	Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊖
3	Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊖
3	Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊖
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊖
4	Depth & Breadth of Student Learning: Curriculum	1	2	3	4	5	⊖
4	Depth & Breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊖
4	Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊖
4	Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊖
4	Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊖

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	92.00	75.00	63.00	65.00	70.00
National School Growth Percentile - Math					
Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	52.00	73.00	63.00	65.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	60.50	60.20	63.00	65.00	70.00
African-American Growth Percentile - Reading					
Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	(Blank)	(Blank)	63.00	65.00	70.00
Hispanic Growth Percentile - Reading					
Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	93.00	76.00	53.00	55.00	65.00
English Learner Growth Percentile - Reading					
Bateman students will continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous student tasks, and common performance tasks.	99.00	75.00	53.00	55.00	65.00
Diverse Learner Growth Percentile - Reading					

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

88.00

54.00

53.00

55.00

65.00

African-American Growth Percentile - Math

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

(Blank)

(Blank)

63.00

65.00

70.00

Hispanic Growth Percentile - Math

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

43.00

73.00

63.00

65.00

70.00

English Learner Growth Percentile - Math

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

47.00

68.00

53.00

55.00

65.00

Diverse Learner Growth Percentile - Math

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

57.00

66.00

53.00

55.00

65.00

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

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

60.00

68.00

63.00

65.00

70.00

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

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

46.00

56.00

63.00

65.00

70.00

National School Attainment Percentile - Reading (Grade 2)

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

50.00

66.00

80.00

65.00

70.00

National School Attainment Percentile - Math (Grade 2)

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

41.00

46.00

78.00

65.00

70.00

% of Students Making Sufficient Annual Progress on ACCESS

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

24.10

(Blank)

63.00

65.00

70.00

Average Daily Attendance Rate

Bateman Attendance Plan

Morning Routine
 9:00 - 9:10 Call teachers who have not submitted attendance
 -Record on Google Form
 -Teacher name
 -Date of call
 -Time of call (if second/third call needed)
 -Teachers who missed 2 days will be sent an email on Fridays with information of days missed (to be confirmed with Ms. Davos)
 9:30 – 10:00 Call absent students of the day (Maria Virginia and Officer Esparza)
 Truant Students: students who are truant (absent or tardy) need to be notified to Virginia in the North Office (Officer Freddy)

Protocol:
 -Call home (3 calls at different days)
 -Home visits (leave notification/letter)
 -Send 5-day and 10-day certified letter mailed
 -Conference with AP
 -Conference with Principal

Google Document:
 -Student name
 -Type of communication
 -Date
 -Time
 -Made contact with
 -Reason of absence
 -Comments
 -Next steps

Positive Reinforcement
 -BAM (Bateman Attendance Matters) Initiative
 -Spelling "Attendance" Incentives
 -Announcing Perfect Attendance at the end of the Day
 -Trophies given to classrooms that have the highest attendance for the month (First day of each month)
 -Parent Check-In - benefits of being on time to school and celebrating (celebration & concentrations)

96.20	96.00	96.70	96.00	96.50
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My Voice, My School 5 Essentials Survey

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

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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

* Utilize performance based assessments as included in UBD stage 2 that align to Stage 1 student outcomes

* Evidence of assessment data analysis for the purpose of planning and progress monitoring
 *Vertical alignment of task complexity
 *Coherence in assessment measures across students, teachers, tasks, learning experiences, content areas
 * Clear, accurate, consistent, timely, and fair assessments

*SQRP attainment and growth
 *An increase in the "Ambitious Instruction" component of the 5 Essentials survey and the Parent-Teacher Partnership in the My Voice, My School Survey.
 *A positive effect on literacy and math scores as measured my MAP, F&P, ACCESS and performance tasks.
 *A higher percentage of students on-track

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

Area(s) of focus:
 1, 3

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

Assessment, Instruction, Multi tiered systems of support

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

Create rubrics to assess performance tasks designed by teacher teams for UbD Stage 2.	Teacher Teams	Aug 27, 2018 to Jun 19, 2020	On-Track
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Assessment, Instruction, Multi tiered systems of support

Analyze student progress through LASW Protocol as grade level and content teams.	Admin, ILT, Teacher Teams, & Content Teams	Aug 27, 2018 to Jun 19, 2020	On-Track
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Assessment, Instruction, Ubd, Document student progress, Multi tiered systems of support, Analyze student work

Conduct peer observations and provide feedback aligned to visibility of UbD in the classroom.	Admin, ILT, Teachers	Aug 27, 2018 to Jun 26, 2020	On-Track
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Assessment, Instruction, Ubd, Peer observation, Teacher feedback, Instructional alignment

Analyze performance task data for mastery	Teacher Teams, Admin	Aug 27, 2018 to Jun 26, 2020	On-Track
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Assessment, Instruction, Ubd, Rubrics, Instructional alignment, Grading expectations

Analyze complexity of performance assessment through two lenses - task and text	Admin Team, ILT, Teacher Teams	Aug 27, 2018 to Jun 19, 2020	On-Track
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Assessment, Instruction, Vertical alignment, Student feedback, Multi-tiered support systems, Formative assessments, Complexity

Create scope and sequence of lessons to achieve unit level outcomes.	Admin Team, ILT, Teacher Teams	Aug 27, 2018 to Jun 19, 2020	Completed
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Assessment, Instruction, Differentiation, Small group instruction, Flexible grouping

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

Alignment of Performance Tasks to Workshop Strategy	Teacher Teams, ILT	Dec 30, 2018 to Jun 19, 2020	Not started
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Performance tasks, Assessment design

Strategy 2

If we do...

Identify students who are not meeting Tier 1 expectations, create goals, align interventions and progress monitor in the following areas:

- academic
- SEL
- attendance rates

...then we see...

- *Students meeting and exceeding standards
- *Students attaining academic and SEL growth
- * Identification of appropriate interventions for students or groups of students not making adequate progress.
- *Progress monitoring data to track

...which leads to...

- *SQRP Attainment and Growth
- *A positive effect on literacy and math scores as measured by NWEA, MAP, F&P, ACCESS and performance tasks.
- *A higher percentage of students on-track

effectiveness of interventions and student response to intervention.

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

Area(s) of focus:
2, 4

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

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

<p>Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism or SEL needs.</p>	<p>Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.</p>	<p>Aug 27, 2018 to Jun 19, 2020</p>	<p>On-Track</p>
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MTSS, Assessment, Attendance, SEL, Interventions, Tier 2 & 3, Progress monitoring, Data analysis, Tier 1, Mtss folders, Screening

<p>*Continue formal and systematic referral process for Academic/SEL supports to the MTSS Team.</p>	<p>Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.</p>	<p>Aug 27, 2018 to Jun 19, 2020</p>	<p>On-Track</p>
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MTSS, Assessment, SEL, Interventions, Academic, Tier 2 & 3, Progress monitoring, Data analysis, Tier 1, Mtss folders, Referral process, Screening

<p>Allot flex day time for grade level team data analysis of Tier 2 progress monitoring data and provide professional development on MTSS quarterly learning targets.</p>	<p>Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.</p>	<p>Aug 27, 2018 to Jun 19, 2020</p>	<p>On-Track</p>
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MTSS, Assessment, SEL, Interventions, Academic, Tier 2 & 3, Progress monitoring, Tier 1, Grade level teams, Mtss folders, Mtss team, Screening

<p>MTSS Team will meet biweekly to analyze progress, plan flex days, and analyze effectiveness of interventions.</p>	<p>Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.</p>	<p>Aug 27, 2018 to Jun 19, 2020</p>	<p>On-Track</p>
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MTSS, Assessment, SEL, Interventions, Academic, Tier 2 & 3, Progress monitoring, Tier 1, Grade level teams, Mtss folders, Mtss team, Screening

<p>MTSS Team will provide consultation hours to teachers for one-on-one support.</p>	<p>Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.</p>	<p>Aug 27, 2018 to Jun 19, 2020</p>	<p>On-Track</p>
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MTSS, Assessment, SEL, Interventions, Academic, Tier 2 & 3, Progress monitoring, Tier 1, Grade level

teams, Mtss folders, Mtss team, Screening

Teachers will implement daily meeting structures using the Responsive Classroom and Positive Discipline Classroom Meeting structures to build a stronger sense of community in the classroom.	MTSS Leads	Aug 27, 2018 to Jun 17, 2020	Not started
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Community based learning, Social emotional learning, Mtss team

Middle School students will participate in Peer Jury Model to mediate in restorative practices.	MTSS SEL Team, Teacher Teams	select	Not started
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Strategy 3

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

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Facilitate co-teaching conversations through the use of the rubric, "Are we really Co-Teaching?" and develop Communication & Collaboration Plan.	Co-Teachers, Teacher Teams, Leadership Team	select	Completed
Continue professional development around co-teaching models.	Co-Teachers, Teacher Teams, Leadership Team	select	On-Track
Continue to create schedules that allow for maximum co-teaching opportunities using the team priorities (common prep, grade level limit)	Co-Teachers, Teacher Teams, Leadership Team	select	Completed
Monitor the effectiveness of co-teaching through facilitate reflective conversations	Co-Teachers, Teacher Teams, Leadership Team	select	On-Track
Add the co-teaching model into the grade level unit plan.	Co-Teachers, Teacher Teams, Leadership Team	select	On-Track

Strategy 4

If we do... Implement a workshop model in all ELA and Math classrooms	...then we see... - Student independence - Individualized instruction - Guided Reading and Guided Math Groups - Student to student discourse	...which leads to... - Student progress to meet and exceed grade level standards - Consistency in school-wide structures and vertical alignment - SQRP Score (specifically attainment) - More students on track
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Tags:

Dual Language, Instruction, Guided reading, Workshop model, Individualized instruction, Guided math, Language development

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
K-4 Lucy Calkins Workshop training with the Chicago Literacy Group.	Teacher Teams, ILT, Admin Team	select	Completed
Curriculum, Professional development			
Teachers will implement workshop model including scope and sequence of yearlong objectives	Teacher Teams; ILT; Admin	Jul 5, 2018 to Dec 18, 2019	On-Track
Curriculum Design, Instruction, Workshop model			
Teachers will utilize TPR (Total Physical Response) as a school wide strategy to support	Teacher Teams; ILT; Admin	Sep 7, 2018 to Jun 20, 2020	On-Track
English Learners, Dual Language, Workshop model			
Teachers will follow the language allocation to provide language accountability for all students (English & Spanish)	Teacher Teams; ILT; Admin	Aug 28, 2018 to Jun 17, 2020	On-Track
English Learners, Dual Language, Workshop model			
Teachers will implement Fountas and Pinnell Guided Reading and Okapi Guided Reading	Teacher Teams; ILT; Admin	Aug 28, 2018 to Jun 21, 2019	On-Track
Guided reading, Guided instruction, Strategy groups			

Action Plan

Strategy 1

ON-TRACK FEB 07, 2019

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

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

Status history



ON-TRACK

Feb 07, 2019

Evidence

Grade-level teams are provided a full curricular planning and development day to create/revise units plans. This includes structured time to look at the standards and overall content and language targets in each subject area.

- Professional development for vertical alignment for grade level teams Kinder through 4th with Chicago Literacy Group for vertical alignment and scope/sequence of units
- Curriculum maps developed for all grades
- Specials integration to units of study

ON-TRACK

Apr 30, 2018

Evidence

Professional Development Agenda, Unit Plans, Essential Questions, Enduring Understanding

ON-TRACK

FEB 07, 2019

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

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

Status history



ON-TRACK

Feb 07, 2019

Evidence

Grade-level teams are provided a full curricular planning and development day to create/revise units plans. This includes structured time to create/revise performance tasks using the GRASPS protocol to create complex and authentic tasks.

- Professional Development focused on Banks' Social Action Approach, Taking Learning Public, and Assessment Alignment

ON-TRACK

Apr 30, 2018

Evidence

Team meeting agendas, Performance Tasks

ON-TRACK

FEB 07, 2019

+ Create rubrics to assess performance tasks designed by teacher teams for UbD Stage 2.

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

Status history



ON-TRACK

Feb 07, 2019

Evidence

Grade-level teams are provided a full curricular planning and development day to create/revise units plans. This includes structured time to create/revise performance task rubrics using specific criteria and common language across the grade levels.

ON-TRACK

Apr 30, 2018

Evidence

Rubrics, Team Meeting Agendas

ON-TRACK

JUN 21, 2019

+ Analyze complexity of performance assessment through two lenses - task and text

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

Status history



ON-TRACK

Jun 21, 2019

Evidence

In our quarter 4 curriculum planning day, we aim to analyze quarter 3 student progress using the LASW Protocol and inform our instruction. This protocol focuses on inquiry into an essential question through looking at a range in student work from students in multiple content areas or classrooms.

ON-TRACK

Apr 30, 2018

Evidence

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

ON-TRACK

JUN 21, 2019

+ Analyze student progress through LASW Protocol as grade level and content teams.

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

Status history



ON-TRACK

Jun 21, 2019

Evidence

In our quarter 4 curriculum planning day, we aim to analyze quarter 3 student progress using the LASW Protocol and inform our instruction. This protocol focuses on inquiry into an essential question through looking at a range in student work from students in multiple content areas or classrooms.

ON-TRACK

Apr 30, 2018

Evidence

LASW Protocol, Team feedback, GLT Agendas, Unit Plan Revisions

ON-TRACK

JUN 21, 2019

✦ Conduct peer observations and provide feedback aligned to visibility of UbD in the classroom.

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

Status history



ON-TRACK

Jun 21, 2019

Evidence

At the beginning of the school year, the Instructional Leadership Team created a peer observation schedule and a note catcher. The note catcher was used by the observing teacher to jot their observations. Teachers were provided the opportunity to observe a colleague a grade above or a grade below. After all teachers completed their observations, teachers met with the colleague they observed and provided them with constructive feedback. For the next round of peer observations, teachers were asked what grade level they would like to observe. Based on teacher feedback, a new schedule was formed.

ON-TRACK

Apr 30, 2018

Evidence

Peer observation protocol, Feedback forms, GLT Agendas, Revision of Performance Tasks and Rubrics

ON-TRACK

APR 30, 2018

✦ Analyze performance task data for mastery

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

Status history



ON-TRACK

Apr 30, 2018

Evidence

Completed student performance tasks, rubrics, reflection protocol

COMPLETED

FEB 07, 2019

✦ Create scope and sequence of lessons to achieve unit level outcomes.

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

Status history



COMPLETED

Feb 07, 2019

Evidence

Teachers are provided a uniform unit plan template that follows the Understanding by Design (UBD) Model. This template is divided into three sections. In the third section, "The Learning Plan", teachers write the weekly activities that will take place during the quarter in order to meet unit level outcomes.

ON-TRACK

Apr 30, 2018

Evidence

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

ON-TRACK

APR 03, 2019

✦ Differentiate Tier 1 instruction through instructional grouping

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

Status history



ON-TRACK

Apr 03, 2019

Evidence

Teachers participated in a 4-part professional development series on guided reading led by administration. A team was created to organize the guided reading books effectively as a check out system for all ELA teachers.

ON-TRACK

Mar 27, 2019

Evidence

K-2 Grade Level Team Meetings focused on guided instructional groups for the end of the quarter/beginning of quarter 4 to realign appropriate texts. Teachers planned new lessons using the guided reading template, aligned to F&P.

ON-TRACK

Feb 18, 2019

Evidence

Throughout the year administration provides teacher with time to analyze their data during data deep dives and grade level team meetings. Using the results of the Benchmark Assessment System (BAS), MAP and curriculum based assessments, teachers group students into strategic and/or guided reading groups. Administration has also purchased Fountas and Pinnell guided reading kits to support student learning.

ON-TRACK

Apr 30, 2018

Evidence

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

+ Alignment of Performance Tasks to Workshop Strategy

Dec 30, 2018 to Jun 19, 2020 - Teacher Teams, ILT

Status history

Strategy 2

ON-TRACK

OCT 26, 2018

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

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

Status history



ON-TRACK

Oct 26, 2018

Evidence

In order to find a student's academic level in literacy and math, students at Bateman are given the Benchmark Assessment System (BAS) by Fountas and Pinnell and NWEA MAP. Using these scores students are placed in guided reading or strategy groups. When meeting with these groups, students are given materials at their instructional level to work and master skills needed to be successful academically. Teachers meet with these students during reading and writing workshop. Last year, Bateman adopted Lucy Calkins Reading Workshop in grades K-2 and Writing Workshop in grade K-5. Teachers in grades 3-8 create their own literacy units using the Common Core State Standards as a guide.

We currently follow the Positive Behavior Intervention System (PBIS). Through PBIS and Second Step, our social emotional curriculum in grades K-8, students are taught to monitor their behavior, calm down when they have a strong emotion, and solve problems independently. As a result when you walk down the hallways and in classrooms, you will see students monitoring and self-correcting their behavior. When students exhibit positive behaviors, teachers reward students with school money called Blaze Bucks. There are school wide goals on the amount of Blaze Bucks a classroom should earn. If a classroom reaches their goal, they have a reward on the last Friday of the month.

In addition, all teachers were trained on Calm Classroom. Calm Classroom is a series of mindfulness activities that cultivates a greater sense of self-awareness, refocusing, and emotional regulation. Calm Classroom is used at least once a day in all classrooms. Furthermore, all teachers have received training in creating a responsive classroom through the use of morning meetings. During the morning meeting, students gather at a designated spot, they greet each other, engage in a share, read a morning message and complete an activity.

ON-TRACK

Apr 30, 2018

Evidence

MTSS (red) intervention folders, Informal reading assessments (IRI), F&P data, Learning A to Z, MAP data, MTSS Database

ON-TRACK

NOV 16, 2018

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

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

Status history



ON-TRACK

Nov 16, 2018

Evidence

At Bateman, teachers use Fountas and Pinnell's Leveled Literacy Intervention (LLI) to support struggling students during their intervention time. Intervention groups meet 2-3 times a week. Teachers progress monitor biweekly. In addition, teachers also use literacy standards based websites and teacher created materials. For math, teachers use a variety of resources to support struggling students. Some of those interventions include small group targeted instruction, IXL and teacher created resources.

There are several programs available for students who require additional SEL support. Those programs include check-in check-out, student mentor, Big brother/ Big sister, and much more.

ON-TRACK

Apr 30, 2018

Evidence

MTSS (red) intervention folders, Informal reading assessments (IRI), F&P data, Learning A to Z, MAP data, MTSS Database

ON-TRACK

APR 30, 2018

+ *Continue formal and systematic referral process for Academic/SEL supports to the MTSS Team.

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

Status history



ON-TRACK

Apr 30, 2018

Evidence

MTSS (red) intervention folders, Informal reading assessments (IRI), F&P data, Learning A to Z, MAP data, MTSS Database, MTSS Google calendar

ON-TRACK

APR 30, 2018

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

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

Status history



ON-TRACK

Apr 30, 2018

Evidence

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

ON-TRACK

APR 30, 2018

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

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

Status history



ON-TRACK

Apr 30, 2018

Evidence

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

ON-TRACK

APR 30, 2018

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

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

Status history



ON-TRACK

Apr 30, 2018

Evidence

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

+ Teachers will implement daily meeting structures using the Responsive Classroom and Positive Discipline Classroom Meeting structures to build a stronger sense of community in the classroom.

Aug 27, 2018 to Jun 17, 2020 - MTSS Leads

Status history

+ Middle School students will participate in Peer Jury Model to mediate in restorative practices.

- MTSS SEL Team, Teacher Teams

Status history

Strategy 3

COMPLETED AUG 30, 2018

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

- Co-Teachers, Teacher Teams, Leadership Team

Status history



COMPLETED Aug 30, 2018
Evidence

ON-TRACK JUN 21, 2019

+ Continue professional development around co-teaching models.

- Co-Teachers, Teacher Teams, Leadership Team

Status history



ON-TRACK Jun 21, 2019
Evidence

ON-TRACK Apr 30, 2018
Evidence

COMPLETED SEP 07, 2018

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

- Co-Teachers, Teacher Teams, Leadership Team

Status history



COMPLETED Sep 07, 2018
Evidence

ON-TRACK FEB 01, 2019

+ Monitor the effectiveness of co-teaching through facilitate reflective conversations

- Co-Teachers, Teacher Teams, Leadership Team

Status history



ON-TRACK Feb 01, 2019
Evidence

ON-TRACK FEB 01, 2019

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

- Co-Teachers, Teacher Teams, Leadership Team

Status history



Jul 2018

Oct 2018

Jan 2019

ON-TRACK Feb 01, 2019
Evidence

ON-TRACK Apr 30, 2018
Evidence

Strategy 4

COMPLETED AUG 31, 2018

+ K-4 Lucy Calkins Workshop training with the Chicago Literacy Group.

- Teacher Teams, ILT, Admin Team

Status history



COMPLETED

Aug 31, 2018

Evidence

- K-4 Teams attended CLG Professional Development for Reading and Writing Workshop
- K-2: Small Group
- K-4: Interactive Read Alouds
- Teachers created "Workshop Essentials" at follow up meeting over the summer
- Google Drive Workshop Folder (planning tools, database, assessment tools, workshop think aloud stems, student work samples, etc)

ON-TRACK

FEB 20, 2019

+ Teachers will implement workshop model including scope and sequence of yearlong objectives

Jul 05, 2018 to Dec 18, 2019 - Teacher Teams; ILT; Admin

Status history



ON-TRACK

Feb 20, 2019

Evidence

Teachers participated in two full day curriculum planning days to align their units of study to the workshop objectives. Teachers integrated social studies to either reading or writing units of study.

ON-TRACK

Nov 16, 2018

Evidence

A 4 part Grade Level Team Meeting took place to support teachers in aligning objectives, creating assessment tools, and strategies for management and organization in the workshop model.

ON-TRACK

JAN 14, 2019

+ Teachers will utilize TPR (Total Physical Response) as a school wide strategy to support

Sep 07, 2018 to Jun 20, 2020 - Teacher Teams; ILT; Admin

Status history



ON-TRACK

Jan 14, 2019

Evidence

- Dual Language Team Meetings
- Peer Observations

ON-TRACK

JAN 31, 2019

+ Teachers will follow the language allocation to provide language accountability for all students (English & Spanish)

Aug 28, 2018 to Jun 17, 2020 - Teacher Teams; ILT; Admin

Status history



ON-TRACK Jan 31, 2019
Evidence

ON-TRACK APR 04, 2019

Teachers will implement Fountas and Pinnell Guided Reading and Okapi Guided Reading

Aug 28, 2018 to Jun 21, 2019 - Teacher Teams; ILT; Admin

Status history



ON-TRACK

Apr 04, 2019
Evidence

Instructional Leadership Team developed Peer Observations with a small group focus for school wide consistency

ON-TRACK

Mar 29, 2019
Evidence

27 teachers participated in a 4 part series of guided reading professional development

ON-TRACK

Mar 29, 2019

Evidence

Grade Level Team Meeting agendas: 2 part GLT sequence for video analysis of teachers implementing Guided Reading; sharing strategies; accountability tools

ON-TRACK

Sep 07, 2018
Evidence

- Purchasing of 4 Guided Reading Kits to add to the Book Room & Interactive Read Alouds
- Purchasing of Okapi Guided Reading Systems

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

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

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

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

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

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

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

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

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

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

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

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

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

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

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

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage

and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

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

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

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

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact

Complete

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

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

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

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

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

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

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

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

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

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

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

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

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

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

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

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

Parent Budget

Complete

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

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

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 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.	\$ 4431 .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)	\$ 6 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
<p>54205</p>	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
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00

55005

Furniture and Equipment

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

\$	Amount	.00
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