



Daniel Boone Elementary School (/school-plans/33) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/20/2016	PPLC	SEF
01/21/2016	ILT/MTSS	SEF
02/01/2016	Math Team	SEF

02/04/2016	Literacy Team	SEF
02/04/2016	MTSS Team	SEF
02/11/2016	LSC	SEF

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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At Boone, we have developed a strong system of leadership and collective responsibility among the school staff. The administration sets the direction based on democratic consensus, collected through biweekly MTSS meetings, monthly PPLC meetings, and weekly grade-level meetings which involve all teaching staff. Additionally, Boone holds monthly meetings centering on Literacy, Mathematics and PBIS (social-emotional learning), through which team leaders provide feedback, based on information gathers from grade level teams.

At Boone, we strive to provide leadership opportunities for students through numerous programs: Student Council, Student Library Advisory Committee, Boone Wellness Ambassadors, and the Boone Care Committee, just to mention a few. These programs offer opportunities for students to plan and lead initiatives, including student-centered activities and fundraisers.

Areas we will continue to develop: ensuring that good communication is maintained between all levels of school staff and students despite limited shared meeting time.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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

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At Boone we have a multi-disciplinary team that participates in our MTSS process. All grade bands are represented, as well as Special Education, Bilingual, and Counseling. We meet bi-weekly. Our MTSS focuses on identifying current and future instructional priorities. We review data, gather evidence, and propose solutions through classroom observations and the RIOT process. In conjunction with our literacy and math team, we collaborate to set the agendas for professional development throughout the year.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

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Boone continues to select and design whole staff professional learning that focuses on students' social emotional learning (Boone 5 Core Values, Goal Setting, Second Step, Growth Mindset, 5 Powers of an Educator, Behavioral Health, Exposure to Trauma, Student Logger), Common Core alignment of literacy and math curricula (Guided Reading, Writer's Workshop, Math Talks), and integration of content area subjects with expressive arts, and technology (Chrome Books, Classroom Webpages, iPads, ST Math, Lexia, Newsela, Google Classroom). Professional learning sessions are monitored for their effectiveness and relevance via staff surveys, grade level/band meetings, and MTSS. Teachers participate in peer observations, co-teaching planning sessions, and Network literacy and math training on and off campus several times a year. Teacher teams use Lesson Study as a professional development model for math and literacy - attending both Lesson Study Conferences and Lesson Study Summer Institutes.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

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Boone School has made a concerted effort over the two years to effectively schedule the instructional day to enhance the differentiated instructional needs of our students. Within the day we created formal space for a differentiated block which we call the guided reading block (K-4), and Learning Communities (5-8). The differentiated block is a school wide time when the need of each individual student is considered, and instruction is designed to target a specific areas of need, including our English Language Learners and students with disabilities.

To enhance our teaching and learning our professional development time for the last two years has been focused on the instructional priorities that we identified in our previous CIWP. Specifically, our PD's have addressed, Writers' Workshop, guided reading, SEL, and Ex Arts.

At Boone we see our staff as our most important resource. Our faculty is a committed group of teachers and learners. We have many veteran teachers, as well as many teachers with specialized training in multiple areas (content, language learners, special education, and SEL). Teachers at Boone are involved at most levels of decision making from curricular, budgetary, and staffing.

At Boone we have have partnered with WRASP, Joffery Ballet, and Lurie Children's Hospital. This is an area that we might consider developing even further in order to meet the many needs of our students and their families.

Areas to develop: improving structures that support guided reading across the grades and learning communities in grades 5-8). Teachers require additional training in guided reading, as well as access to resources that support this program. Many staff have expressed that Learning Communities require continued fine-tuning to ensure efficient use of time. Teachers who teach Learning Communities require additional resources.

Guide for Aligned Resources

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

- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

At Boone we have spent the last two years aligning our literacy and math curriculums to the CCSS. Our grade level teams are released three times during the school year to develop and align curriculum. In addition, we meet weekly within grade bands to discuss curriculum and instructional strategies. With the help of the Expressive Arts we are constantly striving to integrate in the curriculum inquiry and essential questions on a daily basis. All diverse, English language, and advanced learners have access to the curriculum with differentiated instruction.

In the primary grades we formally adopted Writers Workshop and International Math, as well as worked to develop our guided reading programs. The Middle School grades are rigorously following ThinkCERCA lessons to encourage students to write with clarity as they find their own voice and focus in organized guided lessons. School wide we have adopted a supplementary web based math program called ST Math, and a supplementary literacy program called Lexia. The ELL students use Rosetta Stone as a building vocabulary model towards English proficiency.

At Boone we continue to work on vertical alignment and using technology to its fullest potential. It is consensus that we need more technology put into the hands of the students to use in multi-disciplinary ways.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).

- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

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Overall, the technology programs (ThinkCERCA, Lexia, ST Math, for example), across all grade levels, have been successful and effective in supporting the curriculum. However, primary level would like training in the technology support programs they use, as well as additional iPads and headphones. Also, make sure subscriptions are renewed. Materials need to be replenished and updated for all grade levels for ELL and diverse learners. In regards to 7th and 8th grade science, books need to be aligned with Next Generation Science and CCSS.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.

- Materials are in English and native language for English learners.
- Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

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Teams meet on a regular basis, either within or across grade levels to examine and assess student work for rigor. The data collected from these meetings informs future planning and instruction. It would, however, be helpful to meet as a full faculty to share and examine student work across all grade levels and content areas.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.

- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

At Boone all students kindergarten through 8th grade have had curriculum that focused on college and career readiness. In the primary grades we implemented a web-based program, PAWS in Jobland. In this program primary grade students are able to identify strengths and interests and learn how one might get trained for specific jobs in the future.

Our 6th grade students participate in a Future Fair where they explore assorted careers and plot out a road map to obtain specific jobs. This is a quarter-long unit culminating in oral presentations and Career Day with professionals in varied fields.

New to us this year, 6-8 graders will participate in "Naviance" college and career readiness curriculum. This is a web-based program that addresses personal interests, career options, and future planning.

6-8 also has launched a one-to-one mentoring program in which interested students are partnered with a staff member for academic and social-emotional support. They spend time together regularly.

Interpersonal skills are key to success in any career. At Boone we spend a great deal of time working with students to develop coping, positive problem solving, and strong interpersonal communication skills. We use the 2nd StepSEL program, K-8, Counselor in the Classrooms 2 times each month per class, SSGrin, individual attention from dedicated school counselor when needed, and we have a BHT to support students of concern.

Unfortunately, PAWS in Jobland has not been renewed by the CBOE. We would like to see this reinstated at Boone. We are currently working towards implementing restorative justice practices to further strengthen students coping and social skills.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

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Our Staff has focused on improving the quality of instruction in all classes at Boone. Teachers are flexible and can shift from one approach to another serving our diverse population of students. With the assistance of the Literacy Team, teachers have implemented rigorous opening and closing activities aligned to the Common Core State Standards. We use questions to promote higher order thinking skills through our advanced questioning techniques. Staff at Boone continuously seek to improve teaching skills through attending professional development opportunities, both inside and outside of the building. There is consistent collaboration to share and reflect on instructional strategies including, but not limited to, peer observations, weekly discourse, and time devoted to curriculum development.

In order to continue to plan instruction that adapts to the needs of our diverse learners and large ESL population, time allotted for planning and curriculum development needs to be on a continuum. Additionally, the implementation of technology into daily instruction is utilized by most teachers. As the need for access to new technology continues to grow, providing the necessary equipment and instructional resources remains a priority.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every

Score

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

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At Boone we currently implement a schoolwide social emotional curriculum, Second Step. Each grade level has grade specific lessons to meet age appropriate needs. All grade levels were allotted specific times each week to be able to implement this program. It is currently unclear if all grade levels are adhering to their specific days/times. In addition to this, Boone's Social Worker pushes into each classroom monthly for additional social emotional lessons and supports to provide students with alternative or enriching social emotional strategies.

In regards to the core curriculum Boone has adopted a growth mindset approach. This encourages students to set positive goals (Can Do/Not Yet), and self assess their academic and personal goals. Teachers were provided a motivational professional development day at the beginning of the school year which included, but was not limited to these principles.

There is a whole school initiative to increase and maintain a healthy student attendance rate. Each grade level is given time to review Behavior, Attendance, Grades (BAG Data) every 5 weeks at grade level meetings. Teachers are encouraged to contact parents when concerns arise in the above stated areas. If behaviors, absenteeism and/or grades become chronic or problematic administration will step in. Recently Boone began using Student Logger to document behavior incidents which will notify administration and the Behavioral Health Team (BHT) of incidents. Teachers can use this to also track student absences, etc. Other all school attendance incentives are: Boone in the classroom with highest attendance, certificates on doors, shout-outs in daily announcements, Student of the Month Award and Perfect Attendance Award at semester's end.

Currently, we are tracking behavioral data, but more Tier 2 interventions are needed across grade levels. This will help track effectiveness of interventions and student response to intervention.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

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Teachers use multiple means of assessment including standardized as well as teacher-created assessments. Teachers meet regularly to review assessment data to inform their next instructional steps. This past year, we worked on revising our grading scale to more fairly and accurately represent student achievement levels.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

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The Boone community has developed a culture of learning by creating an environment in which students and staff share the belief that learning and hardwork are important. Students are encouraged to share their voice/opinions in an effort to foster ownership and pride in their daily work. The school community follows the Boone Five core value system. The core value of Be Your Best promotes perseverance through goal setting and consistent effort towards improvement. Warm, colorful, and inviting student created displays can be found throughout the building that support the Boone 5 core values. Academic mindsets and behaviors have been developed through the explicit teaching of growth mindset strategies. Additionally in 2015-2016 students and staff continued to explore the idea of a growth mindset through the use of the following texts: The 5 Powers of an Educator and Of Beetles and Angels by Mawi Asgedom. Students create and monitor academic and personal goals weekly through the use of an effort based self-assessment. Students are recognized for their perseverance, attendance, following The Boone 5, and high academic achievement during 1st and 2nd semester awards assemblies. Second Step provides specific lessons that directly teach students skills to strengthen their ability to learn, manage emotions, have empathy, and solve problems. This promotes the school connectedness and a safe and positive school environment. Boone's expressive arts program helps students to build a sense of belonging to the school and community. End of the semester performances showcase interdisciplinary, multigrade units of study. These performances focus attention on students' effort, hard-work, and success. Students are recognized for high levels of achievement and effort through Student of the Month assemblies. Boone staff regularly collaborates with outside programs (Openheimer, CAPE, Common Threads...) which connect learning to real-world experiences. Boone offers extended day learning through it's community school program.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.

- Recognize high levels of student achievement. All students receive recognition.
- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

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At Boone we strive to promote positive and productive relationships among all stakeholders. Including, between students and the adults in the building. We have developed a school wide language for five basic expectations that will promote a positive self-image and facilitate positive interaction between students and adults, called the Boone 5 (Be Responsible, Be Respectful, Be Caring, Be Safe, and Be Your Best).

We have a very strong counseling program that includes tier 1, tier 2, and tier 3 supports. The program provides one on one, as well as small group interactions, friendship, coping skills, and positive social modeling. In the middle school this year, the teachers have developed a peer mentoring program, where students of concern are identified and paired with a specific adult to ensure ongoing supportive relationships that can provide personal well being.

At Boone we adopted The Second Step program, which every teacher in the school implements once a week. The goal of the problem is to develop problem solving skills, appropriate vocabulary, empathy, and positive social interactions.

Through our Playworks program, they have developed a Junior Coach program that trains and nurtures fifth and sixth grade students to develop leadership, and care-taking skills. The Junior Coaches are well respected and appreciated building-wide.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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

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Students at Boone are able to participate in a multitude of extra-curricular activities. Through the Community After School Program students are offered courses to strengthen their bodies, minds, and social skills. Academically students are offered enrichment in science, mathematics, and language arts. Various athletic programs are available such as basketball, volleyball, soccer, and cross country running.

Boone has various student organizations that are involved in making decisions about school culture. Student organizations contribute to beautifying the school through the Boone Cares Club and volunteer regularly on Chicago Cares Days. Boone TV and the newspaper club are other outlets for students to share their voice with the whole school community. They decide on the content to be shared and are viewed as school leaders amongst their peers. Boone has an active student council that is involved in voicing student concerns and works towards implementing changes that students deem important to improving the school community's culture. Boone students are active in making the school a healthier institution through their participation in the Fuel Up to Play 60 program as well as being members of the school's Wellness Committee.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.

- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

Boone has continuously worked to ensure procedures are in place to reinforce students' safety. An emergency plan is in place that includes procedures for fire, tornado, and a lock down. All teachers are knowledgeable of the procedures and are in compliance with district mandates. Robocall and auto email notifications procedures are in place to notify parents of any school emergencies. Recent improvements include a concerted effort to ensure all teachers have a working key to their room. In addition, shades have been included on most door windows. Hall are monitored by staff members on a regular basis and exit alarms are in place on first floor doors. A full time security guard is on duty during school hours.

Students are held to a silent level of noise in the hallways during transitions to maintain order.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

At Boone we have worked over the past four years to establish a culture and climate that focuses on positive behavioral supports. We have created a strong foundation for social emotional learning through consistent execution of the Second Step program in all classrooms, our school-wide mantra of the Boone 5 behavior expectations, in-class lessons by our counselor and a mentoring program. In addition, we recognize and celebrate SEL achievements through student of the month nominations and semester awards ceremonies.

In order to extend our social emotional scope and reach to the next level, teachers and staff need a clearer understanding of the protocol for certain student behaviors and consequences that will result from those behaviors. Additionally, we need a stronger system of communication between teachers themselves as well as teachers and administration about student behavior.

We have tools in place to address some of the items above (Boone Infraction Cheat Sheet, Student Logger, Behavioral Health Team). Additionally, a logical next step to our SEL curriculum is to implement restorative justice practices as part of the resolution to certain infractions, which would require staff training and education. Finally, we need to continue to implement a positive, rather than punitive, behavior approach consistently in all classrooms as we continue to extend our classroom management strategies into restorative practices.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain

- classroom work, and connect to behavioral intervention services as necessary.
- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 **3** 4

Boone has developed a culture of family participation over the last two years. We have an active BAC (Bilingual Advisory Committee), PTO (Parent/Teacher Organization), and LSC (Local School Council). In addition, we have created many opportunities for parents to come and observe during the school day. We host Parent Mornings, Expressive Arts performances, STEAM and Literacy night events, Students of the Month assemblies, and Chicago Cares school beautification days of service. In addition, parents can volunteer within the classroom. Parents support Boone as morning and afternoon traffic patrols and reading tutors within our Project Boost program. During the school day we host opportunities to take GED and ELL classes, and health related activities from Zumba and Community Outreach Muscle Engagement.

Boone School has several ongoing ways of sharing school news with our families. This includes, ROBO calls with pertinent school information, a well developed school website, monthly Principal Newsletter, and Boone TV.

At Boone both teachers and administrators make an effort to be in ongoing communication with parents when celebrations and concerns occur. Parents are invited to Report Card Pick-Up for conferences with their child's teachers twice a year. This is the only formalized school wide time, otherwise, individual conferences are requested by either parent or teacher. This is an area that should continue to be a focus area for improvement.

Guide for Parent Partnership

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

- Provide proactive communication (e.g. parent handbook and resources).
- Partner equitably with parents speaking languages other than English.
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Our goal is based on the SQRP ratings system where 90% indicates the top tier.	93.00	83.00	90.00	90.00
National School Growth Percentile - Math				
Our goal is based on the SQRP ratings system where 90% indicates the top tier.	72.00	92.00	90.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms				
2015-2016 we were at 62.8%. We will be spending two years systems to strengthen reading and math across all grade levels.	63.70	(Blank)	65.00	67.00
African-American Growth Percentile - Reading				
Our school wide goal is 90%.	52.00	82.00	90.00	90.00
Hispanic Growth Percentile - Reading				
Our school wide goal is 90%.	91.00	69.00	90.00	90.00
English Learner Growth Percentile - Reading				
Our school wide goal is 90%.	(Blank)	86.00	90.00	90.00
Diverse Learner Growth Percentile - Reading				
Our diverse learner population has a learning trajectory that varies widely from the school community at large.	13.00	4.00	50.00	55.00
African-American Growth Percentile - Math				
Our school wide goal is 90%.	48.00	90.00	90.00	90.00
Hispanic Growth Percentile - Math				
Our school wide goal is 90%.	58.00	87.00	90.00	90.00
English Learner Growth Percentile - Math				
Our school wide goal is 90%.	(Blank)	92.00	93.00	94.00

Diverse Learner Growth Percentile - Math

Our diverse learner population has a learning trajectory that varies widely from the school community at large.	39.00	37.00	50.00	55.00
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National School Attainment Percentile - Reading (Grades 3-8)

During the 2015-2016 we placed in the 72nd percentile. We have a stable teaching staff, so we anticipate that as we continue to provide teachers with professional development opportunities and augment all our schools academic and social emotional programs we should only continue to see student attainment levels grow.	62.00	72.00	75.00	77.00
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National School Attainment Percentile - Math (Grades 3-8)

During the 2015-2016 we placed in the 87th percentile.	66.00	87.00	90.00	92.00
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National School Attainment Percentile - Reading (Grade 2)

During the 2015-2016 we placed in the 80th percentile.	92.00	80.00	83.00	85.00
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National School Attainment Percentile - Math (Grade 2)

During the 2015-2016 we placed in the 76th percentile.	81.00	76.00	79.00	81.00
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% of Students Making Sufficient Annual Progress on ACCESS

We have an additional ESL resource teacher during 2015-2016. The additional resources have allowed us to streamline service delivery for primary, intermediate, and middle school grades respectively. We no longer have our teachers providing services across large grade bands.	50.80	43.00	55.00	60.00
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Average Daily Attendance Rate

2014-2015 we were at 95.1% and during 2015-2016 we were at 95.5%. We have implemented additional attendance incentives K-8.	95.40	95.50	96.00	96.00
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My Voice, My School 5 Essentials Survey

Over the last several years, we have referred back to MVMS results to create responsive supports and services for our school community. For the past three years we have reached a well-organized rating. Our goal is to maintain the well-organized rating. Also, given our CIWP focus area of restorative practices, our goal for supportive environment is "very strong."	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Systematically review and discuss our curriculum, instructional practices, and task complexity in all content areas and across grade levels to make sure that our curriculum is comprehensive enough to cover all appropriate standards (CCSS, NGSS, Arts, SEL, WIDA, etc...) for each grade level PK-8.	We will see increased collaboration among staff members across grade levels, grade bands, and/or departmentalized content areas. There will also be an increase in student talk where students will engage each other in discussions using questioning and supportive evidence to create viable arguments that will be evidenced by observational data collected during peer observations.	Academic growth across grades which will be visible in improved NWEA scores and School Report Card, and increased sense of student engagement as reported on student surveys and through student focus groups. This will be evidenced by 65% of students meeting/exceeding national average growth norms and we will continue to increase our National School Attainment to the 75th
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percentile.

Tags:

Professional Learning, Instruction, Leadership, Curriculum, Aligned resources, Instructional material, Rigorous tasks, Culture of learning, Balanced grading and assessment, Parent partnerships, Instructional leadership team, Multi tiered support systems

Area(s) of focus:

1, 2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Collaboratively create a discussion template to make public team discussions around what is working and what needs improvement in regards to curriculum, instruction, and complex tasks. This form will be utilized and reviewed with every lesson observed.	Principal, Assistant Principal, Boone Staff	Aug 29, 2016 to Jun 29, 2018	Grade Level meeting notes, discussion template(s), observation documentation, anecdotal report-outs	Not started

Professional Learning, Instruction, Rigorous tasks, Culture of learning, Instructional leadership team

Commit to regular common planning time with a structured way to collaborate, share effective practices; discuss common instructional practices and student work., specifically focusing on, 3b: "Teacher's discussion techniques enable students to engage each other in authentic discussions about the content under study; 3b: Students formulate questions and challenge one another using viable arguments based on evidence; 3c: "Tasks and text are complex and promote student engagement through inquiry and choice; 3c: students contribute to the exploration of content	Principal, Assistant Principal, Boone Staff	Aug 29, 2016 to Jun 29, 2018	Grade Level meeting notes, observation documentation, anecdotal report-outs, tasks discussion template	Not started
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Professional Learning, Leadership, Curriculum, Rigorous tasks, Culture of learning, Balanced grading and assessment, Instructional leadership team, Multi tiered support systems

Reassess all curricular materials, including technology based programs to ensure that they are addressing all mandated standards, students interests, needs, and concerns, and are culturally responsive. We will review student usage data to see how strong the correlation is with student achievement. We also review Common Core Standards to ensure materials are up to date.	Principal, Assistant Principal, Boone Staff, Students, PPLC, MTSS, Content Specialty Teams, RtI	Aug 29, 2016 to Jun 29, 2018	Grade Level meeting notes, observation documentation, anecdotal report-outs, student surveys and interviews	Not started
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Curriculum, Aligned resources, Instructional material, Culture of learning, Parent partnerships, Instructional leadership team

Utilize professional development model of Lesson Study and other collaborative processes to ensure we maintain alignment and improve our professional practice.	Principal, Assistant Principal, Boone Staff	Aug 29, 2016 to Jun 29, 2018	Grade Level meeting notes, observation documentation, anecdotal report-outs, Lesson Study lesson template	Not started
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Professional Learning, Curriculum, Instructional material, Rigorous tasks

Strategy 2

If we do...	...then we see...	...which leads to...
We will create systems and processes that enable students to design and lead a greater amount of classroom level as well as school-wide initiatives.	Students will be empowered to positively impact the community and to help guide their peers in making decisions that are consistently in alignment with our Boone 5 Core Values.	An increase in academic achievement as measured by grades and our on-track data. Also, we will see an increase in student participation and engagement which can be measured in the student responses on MSMV.

Tags: Professional Learning, Parent partnerships, Student voice, Leadership and collective responsibility, Culture for learning, Relational trust

Area(s) of focus: 4

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Select students will participate as active members of several of our school leadership teams (PBS, Boone Cares, Student Council, Library Advisory, Principal Advisory) to provide input on school-wide programs and initiatives. All students in grades 3-8 will participate in school-created survey to gather student input on various topics (safety, culture/climate, academics, technology, cultural events to celebrate, school-wide activities). Students will have the opportunity to develop leadership skills within their classrooms serving as committee liaisons.	Principal, Assistant Principal, Counselor, Librarian	Aug 29, 2016 to Jun 29, 2018	Student feedback from quarterly meetings will be a standing item on our MTSS agenda to ensure that information can be shared and used to inform decisions at all grade levels.	Not started

Student voice, Culture for learning, Relational trust

Ensure a substantial budget is set aside to expand our current after school offerings.	Principal, LSC, After School Coordinator	Aug 29, 2016 to Jun 29, 2018	We will have a full after school menu of course offerings available to all students K-8 for 4 days per week beginning in October 2016.	Not started
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Parent partnerships, Student voice

Students in grades 3-8 will review and reflect on their "GAB" (Grades, Attendance, Behavior) data at every marking period, and set goals for improvement.	Teachers grades 3-8	Aug 29, 2016 to Jun 29, 2018	We will see an increase in number of students on track.	Not started
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Professional Learning, Leadership, Culture of learning

Strategy 3

If we do...

Build cohesive staff mindset and use common language in implementing a restorative school-wide approach to promote and maintain behavior that is in alignment with our Boone 5 Core Values.

...then we see...

Restorative practices will be structured in a way that peer participation and mediation will best promote positive student behavior. Students will understand that there are natural consequences for their actions, and will learn the necessary skills to take responsibility for their actions and repair any harm they may have done to the community.

...which leads to...

Reduction in disciplinary infractions, reductions in referrals to Behavioral Health Team, improved scores in "Culture/Climate" on MVMS survey and other school-created surveys, improved NWEA and PARCC scores.

Tags:

Professional Learning, College Access and Persistence, Restorative approaches, Culture of learning, Parent partnerships, Safety and order, Multi-tiered support systems, Leadership and collective responsibility, Relational trust

Area(s) of focus:

5

Action step	Responsible	Timeframe	Evidence for status	Status
School-wide professional development in "The Classroom Circle" (from OSEL) and implementation school-wide at least 2 times per week; explicitly teaching empathy and ISBE SEL standards.	Classroom Teachers, Counselor	Aug 29, 2016 to Jun 29, 2018	Standing item on MTSS agenda for each grade level to report on progress.	Not started

Professional Learning, College Access and Persistence, Restorative approaches, Culture of learning, Parent partnerships, Leadership and collective responsibility, Relational trust

Expand and improve our menu of Tier 2 Behavior interventions (Peace Circles, Check-in/Check-out, others) and create a staff structure that will fully support the implementation of these interventions throughout the school day.	Administration, Counselor, Restorative Practices Leader	Aug 29, 2016 to Jun 29, 2018	Standing item on MTSS agenda to provide opportunity for feedback from each grade level.	Not started
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Professional Learning, College Access and Persistence, Restorative approaches, Safety and order, Multi-tiered support systems, Relational trust

Staff designated as Restorative Practice Leader(s) will work with individual students in need of Tier 3 behavior interventions to provide them with intensive support and guidance in choosing how they will repair harm to the community.	Administration, Counselor, Restorative Practices Leader	Aug 29, 2016 to Jun 29, 2018	Standing item on MTSS agenda to provide opportunity for feedback from each grade level.	Not started
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Restorative approaches, Safety and order, Leadership and collective responsibility, Relational trust

Action Plan

District priority and action step	Responsible	Start	End	Status
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<p>✦ Collaboratively create a discussion template to make public team discussions around what is working and what needs improvement in regards to curriculum, instruction, and complex tasks. This form will be utilized and reviewed with every lesson observed.</p> <p>Tags: Professional Learning, Instruction, Leadership, Curriculum, Aligned resources, Instructional material, Rigorous tasks, Culture of learning, Balanced grading and assessment, Parent partnerships, Instructional leadership team, Multi tiered support systems, Professional Learning, Instruction, Rigorous tasks, Culture of learning, Instructional leadership team</p>	Principal, Assistant Principal, Boone Staff	Aug 29, 2016	Jun 29, 2018	Not started
<p>✦ Commit to regular common planning time with a structured way to collaborate, share effective practices; discuss common instructional practices and student work., specifically focusing on, 3b: "Teacher's discussion techniques enable students to engage each other in authentic discussions about the content under study; 3b: Students formulate questions and challenge one another using viable arguments based on evidence; 3c: "Tasks and text are complex and promote student engagement through inquiry and choice; 3c: students contribute to the exploration of content</p> <p>Tags: Professional Learning, Instruction, Leadership, Curriculum, Aligned resources, Instructional material, Rigorous tasks, Culture of learning, Balanced grading and assessment, Parent partnerships, Instructional leadership team, Multi tiered support systems, Professional Learning, Leadership, Curriculum, Rigorous tasks, Culture of learning, Balanced grading and assessment, Instructional leadership team, Multi tiered support systems</p>	Principal, Assistant Principal, Boone Staff	Aug 29, 2016	Jun 29, 2018	Not started
<p>✦ Reassess all curricular materials, including technology based programs to ensure that they are addressing all mandated standards, students interests, needs, and concerns, and are culturally responsive. We will review student usage data to see how strong the correlation is with student achievement. We also review Common Core Standards to ensure materials are up to date.</p> <p>Tags: Professional Learning, Instruction, Leadership, Curriculum, Aligned resources, Instructional material, Rigorous tasks, Culture of learning, Balanced grading and assessment, Parent partnerships, Instructional leadership team, Multi tiered support systems, Curriculum, Aligned resources, Instructional material, Culture of learning, Parent partnerships, Instructional leadership team</p>	Principal, Assistant Principal, Boone Staff, Students, PPLC, MTSS, Content Specialty Teams, RtI	Aug 29, 2016	Jun 29, 2018	Not started
<p>✦ Utilize professional development model of Lesson Study and other collaborative processes to ensure we maintain alignment and improve our professional practice.</p> <p>Tags: Professional Learning, Instruction, Leadership, Curriculum, Aligned resources, Instructional material, Rigorous tasks, Culture of learning, Balanced grading and assessment, Parent partnerships, Instructional leadership team, Multi tiered support systems, Professional Learning, Curriculum, Instructional material, Rigorous tasks</p>	Principal, Assistant Principal, Boone Staff	Aug 29, 2016	Jun 29, 2018	Not started
<p>✦ Select students will participate as active members of several of our school leadership teams (PBS, Boone Cares, Student Council, Library Advisory, Principal Advisory) to provide input on school-wide programs and initiatives. All students in grades 3-8 will participate in school-created survey to gather student input on various topics (safety, culture/climate, academics, technology, cultural events to celebrate, school-wide activities). Students will have the opportunity to develop leadership skills within their classrooms serving as committee liaisons.</p> <p>Tags: Professional Learning, Parent partnerships, Student voice, Leadership and collective responsibility, Culture for learning, Relational trust, Student voice, Culture for learning, Relational trust</p>	Principal, Assistant Principal, Counselor, Librarian	Aug 29, 2016	Jun 29, 2018	Not started
<p>✦ Ensure a substantial budget is set aside to expand our current after school offerings.</p> <p>Tags: Professional Learning, Parent partnerships, Student voice, Leadership and collective responsibility, Culture for learning, Relational trust, Parent partnerships, Student voice</p>	Principal, LSC, After School Coordinator	Aug 29, 2016	Jun 29, 2018	Not started
<p>✦ Students in grades 3-8 will review and reflect on their "GAB" (Grades, Attendance, Behavior) data at every marking period, and set goals for improvement.</p> <p>Tags: Professional Learning, Parent partnerships, Student voice, Leadership and collective responsibility, Culture for learning, Relational trust, Professional Learning, Leadership, Culture of learning</p>	Teachers grades 3-8	Aug 29, 2016	Jun 29, 2018	Not started
<p>✦ School-wide professional development in "The Classroom Circle" (from OSEL) and implementation school-wide at least 2 times per week; explicitly teaching empathy and ISBE SEL standards.</p> <p>Tags: Professional Learning, College Access and Persistence, Restorative approaches, Culture of learning, Parent partnerships, Safety and order, Multi-tiered support systems, Leadership and collective responsibility, Relational trust, Professional Learning, College Access and Persistence, Restorative approaches, Culture of learning, Parent partnerships, Leadership and collective responsibility, Relational trust</p>	Classroom Teachers, Counselor	Aug 29, 2016	Jun 29, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Expand and improve our menu of Tier 2 Behavior interventions (Peace Circles, Check-in/Check-out, others) and create a staff structure that will fully support the implementation of these interventions throughout the school day.</p> <p>Tags: Professional Learning, College Access and Persistence, Restorative approaches, Culture of learning, Parent partnerships, Safety and order, Multi-tiered support systems, Leadership and collective responsibility, Relational trust, Professional Learning, College Access and Persistence, Restorative approaches, Safety and order, Multi-tiered support systems, Relational trust</p>	Administration, Counselor, Restorative Practices Leader	Aug 29, 2016	Jun 29, 2018	Not started
<p>✦ Staff designated as Restorative Practice Leader(s) will work with individual students in need of Tier 3 behavior interventions to provide them with intensive support and guidance in choosing how they will repair harm to the community.</p> <p>Tags: Professional Learning, College Access and Persistence, Restorative approaches, Culture of learning, Parent partnerships, Safety and order, Multi-tiered support systems, Leadership and collective responsibility, Relational trust, Restorative approaches, Safety and order, Leadership and collective responsibility, Relational trust</p>	Administration, Counselor, Restorative Practices Leader	Aug 29, 2016	Jun 29, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

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

The parental involvement plan and policy is reviewed at the opening meeting of the year and during the winter/spring when the school improvement plan is reviewed and suggestions and improvements are considered.

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

The Title 1 Annual Meeting is scheduled for September 16, 2016. The Title 1 PAC Organizational Meeting is scheduled for October 21, 2016. Parents are invited to this meeting via marquee postings, web site, flyers, texts, twitter, Facebook, and phone calls to inform them of the schools participation in the NCLB, Title 1 programs and to explain the Title 1 requirements and their right to be involved in the Title 1 programs. The administration holds Coffee, Tea,... Conversation meetings for parents, and an NCLB Parent Advisory Committee meets during mornings and/or afternoons. The parent Bilingual Advisory Committee meets at least six times a year. Parents also attend a variety of school-wide events held during the evening and the instructional day.

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

Early in the fall parents are invited to attend the Open House, which includes a description & explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Parents are also invited quarterly to Parent Morning where staff present on curricular topics and parents visit the classrooms to see strategies in action. Administration and teacher teams also provide additional workshops, such as Parent Morning, throughout the year which discuss assessments and proficiency levels for students. Parents may discuss these issues in depth during the NCLB Parent Advisory Committee meetings/workshops held each month.

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

The NCLB Parent Advisory Committee meets monthly to formulate suggestions and to participate as appropriate, in decisions about the education of their children. The principal regularly attends these meetings.

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 receive individual student reports regarding their students' results on the following state exams, NWEA MAP, DIBELS/TRC, and PARCC. DIBELS/TRC results are distributed in the fall, winter, and spring after testing window closes. NWEA MAP are distributed after the testing windows close, while PARCC is distributed in November.

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.

All of our teachers are highly qualified. Parents receive a copy of this verification, when requested.

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

Parents have an opportunity to learn about the state's academic standards through Open House, Parent Mornings, NCLB Parent Advisory monthly meetings, workshops funded through the NCLB parent monies, and school-events such as STEAM night, Literacy Week, and Expressive Arts shows and performances.

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

We have 4 computers available for parent use in our parent room that were purchased with NCLB parent funds. Through NCLB funds our parents have had workshops on reading and math, bullying prevention, positive behavior supports, and health and wellness.

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

During our school-wide professional development our staff receives an orientation on the importance of parents as equal partners in the education of their children with suggestions on how to communicate with parents frequently on the progress of their children, involve parents in class and school activities, and support parent volunteerism.

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

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

The parents of our preschool students in our Head Start program are included in all parent meetings at Boone and all school events.

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

Parents are notified of school and parent programs through the marquis, flyers, parent e-mail, web site, phone calls, text messaging, Facebook, and Twitter. Flyers and phone calls are made in the native language whenever possible.

Policy Implementation Activities

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

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

n/a

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.)

Daniel Boone Elementary School fosters a diverse community united by academic excellence, creative expression, intellectual curiosity, social responsibility and world citizenship. We prepare our students to be college and career ready through delivering high quality instruction, integrating the fine and performing arts, incorporating technology, developing cross cultural appreciation, implementing the Common Core State Standards, promoting social, emotional, and physical wellness, and providing differentiated instruction

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.

Parent-teacher conferences are held on Parent-Teacher Conference Days at the end of the 1st and 3rd quarters. Parent-teacher conferences are encouraged and held by request after Report Card Distribution Days after the 2nd and 4th quarters.

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 children's progress at school through report cards (four times a year) and student progress reports (four times a year). This year parents will access a web portal to view the child's academic progress at anytime through Gradebook. Progress reports will be sent on the 5th, 15th, 25th, and 35th weeks of school. Report cards are distributed every 10 weeks on the 10th, 20th, 30th and 39th weeks of school.

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

Parents are always welcomed to make an appointment to speak with teachers and/or administration.

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

After passing a mandated background check, parents and community members may volunteer in the school on a consistent basis and they do. Parent volunteers assist in the primary classrooms under the supervision of the classroom teachers. Parents accompany students on field trips and assist in student productions. Parents are invited into classrooms once a quarter via Parent Mornings. Parents listen to a workshop, and then observe instruction within the classroom. When requested, tours of the school or classroom observations are scheduled by the administrative team

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

Parents will make sure that their children come to school on time every day. Parents will review the student assignment notebook sent home by the teacher each day to monitor and support homework completion and compliance with school academic requirements

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

In addition to the NCLB Parent Advisory Committee, parents are members of the Local School Council (LSC), Continuous Improvement Work Plan Team, and Bilingual Advisory Council. Parents may consult with the school through these organized meetings or by talking directly with the administrators and teachers

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).

The students are responsible to come to school every day and arrive on-time, bringing a positive attitude, with homework completed and ready to work. Students will abide by the "Boone 5" core values of: Be Respectful, Be Responsible, Be Caring, Be Safe, Be Your Best! These habits of mind, along with a growth mindset and willingness to act on the school support given, will assure the students' academic achievement

Parent Budget

Complete

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

Overall goal is to engage the Boone School community with an increase in parent attendance and resources to support Boone students.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 1256 .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.	\$ 1000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1000 .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)	\$ 1200 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 500 .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.	\$ 500 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0 .00

