



Luther Burbank Elementary School (/school-plans/47) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/12/2016	CIWP Team - All team members	Informational Meeting, Changes in the SEF
01/19/2016	CIWP Team - All members	Discuss evidence for SEF

02/03/2016	CIWP Focus Group - Principal, AP's, Literacy Coach, Teachers	SEF collaboration input
02/10/2016	CIWP Focus Group - Principal, AP's Counselor, BAC member and PAC chair	SEF collaboration input
02/16/2017	CIWP Team - All team members	SEF collaboration input and data analysis
03/11/2016	CIWP Team - All team members	SEF completion and rating
03/15/2016	CIWP Focus Group - Principal, AP, Literacy Coach, All Teachers	Collaboration - Setting Goals
03/29/2016	CIWP Focus Group - Principal, AP, Literacy Coach, All Teachers	Determining Goals
04/04/2016	CIWP Team - All team members in Focus Groups	Collaboration and input on Strategies
04/12/2016	CIWP Team - All team members	Determining Strategies
04/26/2016	CIWP Team - All team members in Focus Groups	Collaboration - Action Planning
05/03/2016	CIWP Team - All Team Members	Feedback/Determining Action Plans
05/09/2016	CIWP Team - All team members	Collaboration - Fund Compliance and Parent Plan
05/11/2016	Principal, AP's, Literacy Coach, Sped Teacher/ILT/Network ISL	CIWP review
05/27/2016	Principal, Network Chief	CIWP action items
06/06/2016	CIWP Team/Focus Group - Principal, AP's Literacy Coach, Counselor	Complete Action Items
06/10/2016	Principal, AP's, LSC	LSC Approval of CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

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

Score

1 2 3 4

The school received an aggregate performance score of 89 for Program Coherence on the 5Essentials Report, indicating that the school's programs are coordinated and consistent with its goals for student learning.

The 5Essentials Report indicates that 97% of the staff responded that the principal at Burbank School is an effective manager who makes the school run smoothly.

The principal shares the responsibility for implementing our vision and mission with all stakeholders. On the 5Essentials Report, 100% of the staff agree and strongly agree that the principal communicates a clear vision for our school. Burbank School's mission is to provide quality instruction that prepares students for college and career readiness. The school's vision is to inspire all students to reach their highest potential. Based on our mission and vision, the principal then designates committees, assign responsibilities and develops a budget in order to facilitate implementation.

The principal values the leadership role that the LSC has in the decision-making process. The schools' LSC meets regularly and has an active committee structure. The meetings are publicized and are open to parents, staff and community. Input is welcomed and addressed immediately. The parents are active participants in the development and approval of the school improvement plan and budget. LSC meetings are conducted in English and Spanish; and all correspondence is sent home in both languages.

The principal uses active listening skills, and invites feedback. The principal focuses on building the capacity of all groups to become more involved and productive by offering training.

Burbank School received an aggregate performance score for Collective Responsibility. Data on the 5Essentials Survey indicates that 79% or nearly all of the teachers take responsibility for improving the school. Teachers have opportunities, as a group and/or individually, to articulate their views. They do feel safe to communicate freely without fear of retaliation. There are structures in place to promote teachers' collective activity. The school has an active PPLC, which has input on the school's curriculum and resources. Teachers have input in hiring new staff, and in selecting, and in some cases, providing staff development. Committees are formed in order to have input on school-wide issues such as improving student attendance and increasing student enrollment. Results of their meetings are shared with all stakeholders.

The principal empowers others and builds leadership by sharing power over key responsibilities and decisions. Over 61% of the staff members are in key leadership positions. These include, but are not limited to the literacy coach, technology coordinator, bilingual coordinator, grade level lead teachers, after school coordinator, and literacy, science and math lead teachers. Teachers that do not serve in key leadership positions, serve on planning committees. Committees plan for student participation in the Special Olympics, graduations, and school-wide assemblies and events. Staff members have input in determining budgetary needs and assigning students to new classrooms for the new school year. Data on the MVMS survey indicates that 97% of the teachers agree and strongly agree that the principal has confidence in the expertise of teachers,

The principal is committed to attending his own professional development and training. The principal attends meetings that the District provides. Through experience and training, the principal has learned how to master the skills associated with large-scale strategic planning.

The principal creates and sustains a coherent program through strategic planning, use of resources and evaluation of staff. Funds are allocated for existing, new and supplemental resources and staff to provide an academically enriching environment that promotes engagement, rigor and achievement for all learners. New plans are developed, however, they are included in the priorities that the school has. The school evaluates its priority areas, strengths, concerns, and trends to assess whether the funding of resources and staff are effective. The principal updates its plans based on evaluation of the data. The principal either readdresses the weaknesses or builds on its strengths.

The principal uses the CPS Framework for Teaching to engage teachers in collegial conversations about their practices, as it provides a common definition of effective teaching. The Framework provides clarity for the principal and teacher. The teacher can reflect on his/her teaching practices and the principal can help the teacher identify the next steps for improvement. As indicated in the 5 Essentials Report, 100% of the staff agree that the principal provides them with useful feedback to improve their teaching.

The principal also uses the Framework to identify and evaluate patterns and trends within and across the grade levels. These are used to identify practices that need to be addressed. The principal then provides for coaching and/or professional development for individual teachers, teacher groups, or the entire school. 5Essentials reports that 98% of the staff agree that the principal takes a personal interest in the professional development of teachers.

In order for the staff to remain focused on priorities, the principal implements school initiatives that simultaneously address multiple concerns. The Quarterly Shooing Stars Motivational Program is a motivational program, in which students are recognized for improvement in academics and/or behavior. The implementation of the program has boosted students' academic achievement in reading and/or math, reinforced positive student behavior and increased parental involvement.

The school establishes a modest number of priorities in which to focus on rather than too many priorities, in which effort is limited. The principal supports each priority with commitment, backing and follow-through.

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

### Instructional Leadership Team:

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

Score

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The ILT engages in on-going inquiry as a basis for improvement. The ILT examines school-wide, grade-level and classroom data to identify areas of improvement.

5Essentials data indicates that 100% of the teachers report that a member of the school leadership team, knows what's going on in their classrooms, provides them with useful feedback to improve their teaching, and has provided them with the support that they need to improve their teaching.

The team follows most the components on ILT Effectiveness Rubric most of the time. While the team addressed data at each meeting, the team did not use the data protocol. One member of the ILT examined data and presented the results to the team for discussion. After readdressing its practices, the ILT uses the data protocol and includes all members in analyzing the data.

An examination of MOY 2015 MOY/NWEA data by the ILT revealed that students struggled with demonstrating an understanding of reading informational text. Less than 50% of the students in grades 3 through 8 were at the 50%ile or above on the Informational Text literacy strand. The school provided professional development to ensure that all teachers were equipped to deliver instructional strategies that allow all students to engage with informational text. 2015 EOY/NWEA data indicated that student performance increased and that more than 50% of the students in grades 3 - 8 performed in the 50%ile and above on the Informational Text literacy strand.

NWEA Reading Growth increased from 78% in 2014 to 82% in 2015 for all students in grades 3 through 8. NWEA Reading Attainment increased from 36% in 2014 to 51% in 2015 for students in grades 3 through 8.

Math was another area in which the team analyzed data and implemented an action plan. Teachers were struggling to implement the CCSS-M because limited professional development time was devoted to the topic. The ILT debriefed with the Math Teacher Leaders to adjust and refine professional development accordingly. Professional development was provided to ensure that the teachers learned instructional strategies that develop strong foundational knowledge and deep conceptual understanding of math. The Administration monitored the use of math strategies in classrooms. As a result of implementing a math action plan, there was an increase in NWEA Math Growth from 30% in 2014 to 62% in 2015 for students in grades 3 through 8.

After analyzing our Attendance Rate data, the ILT implemented an action plan to increase student attendance. The Student Support Services staff member monitored attendance closely and provided early intervention. Students and their parents were reminded of the importance of good attendance. The principal implemented the Traveling Trophy Program, in which the classrooms of each grade level with the best monthly attendance is awarded the "Traveling Trophy." Average Daily Attendance data on the SQRP indicate that attendance increased from 93.9% in 2014 to 95.2% in 2015.

The ILT includes teachers representing each grade band and program - General Education, Bilingual and Special Education. All team members have roles.

The meetings are structured and there is an established meeting schedule. The ILT meets twice a month, and the agenda has a clear focus. The team has agreed upon norms.

The ILT uses the MTSS Problem-Solving Team Protocol to systematically address On-Track data.

The ILT analyzes timely and relevant data sources from CIM, Dashboard, NWEA, ACCESS, Gradebook, mCLASS/ DIBELS and other District Reports. The team also analyzes formative data from Study Island, Newsela PRO and Lexia.

The team uses the the CPS Assessment Calendar and includes On-Track, attendance data and classroom data from the technology programs; however, the ILT needs to establish its own school calendar for analyzing data.

The team monitors action items; and the team agrees to a timeline for completion of the action items. The action items are assigned to staff who have the time, knowledge/expertise and resources to execute the actions.

The ILT follows through on action items. The EL student subgroup was targeted to attend after school classes to provide additional learning opportunities. The action item yielded positive results. There was an increase in reading and math growth for EL's. SQRP data indicates that NWEA Reading Growth for EL's increased from 71% in 2014 to 86% in 2015. NWEA Math Growth for EL's increased from 5% in 2014 to 45% in 2015.

All team members have equity of voice. The stakeholders are informed individually and/or at grade level meetings. Topics and action items are reflected on the ILT's agenda are also reflected on the teacher team agendas. Examining Student Data on the NWEA is a topic that is reflected on both agendas.

Although teacher teams analyze student data, there is a need to continue to build analytic capacity to lead cycles of learning.

## 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"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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:

Score

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.

1 2 3 4

The school has a professional development plan that is aligned to the District's Professional Development Initiative in ELA and Math, the school's priorities in the CIWP and growth goals on the SQRP. According to the 5Essentials Survey, 100% of the teachers agree that the school's professional development is closely connected to the school's improvement plan.

Teachers are given a survey after each professional development session to gain feedback, allow them input and determine next steps. The school monitors the effectiveness by observing new methodologies in classrooms during learning walks, analyzing student work in teacher team meetings, and by looking at student data.

100% of the staff agree and strongly agree that professional development has been sustained and coherently focused, rather than short-term and unrelated.

The schools' professional development is provided by the District, the Network ISL, Literacy and Math Teacher Leaders, and consultants to assist teachers in integrating research-based instructional methods into the classroom for high-quality instruction.

95% to 100% of all classroom teachers participate in professional development.

100% of the teachers reported on the 5Essentials that a member of the school leadership team presses teachers to implement what they have learned in professional development.

Professional development is presented school-wide and/or differentiated depending on the topic or appropriateness.

There is follow-up of professional development at grade level meetings to support teacher understanding new ideas, discuss teaching strategies and to plan lessons. 97% of the teacher respondents on the 5 Essentials Report agree and strongly agree that professional development includes enough time to think carefully about, try, and evaluate new ideas.

The principal sets aside funds for teachers to attend after school planning and training.

98% of the staff attended professional development on Strategies that Encourage Active Learning by an approved consultant to learn research-based strategies for active engagement. On the 5Essentials Report, 96% of the teachers agree that their knowledge and teaching skills were expanded as a result of the professional development.

Professional development was provided to the entire staff on Writing Content and Language Objectives for English Learners, to guide the selection of appropriate and meaningful activities. As a result, all teachers are writing the Language and Content Objectives in their lesson plans.

Training was provided to the entire staff on the Assessment Framework and the CPS Assessment Design Toolkit/Item Bank at the beginning of the school year.

2nd through 8th grade teachers received training by NWEA, which focused on investigating growth patterns and understanding the tools needed for deeper analysis of MAP data. As a result of this professional development, teachers were better able to understand how to group students for instruction.

Teachers of diverse learners participated in professional development that focused on writing growth goals.

The Network 3 ISL presented training on the TRU-Math Dimensions to the math teachers to deepen their understanding of the dimensions that contribute to a mathematically powerful classroom.

Literacy, Math and Science Teacher Leaders attend professional development by the Network (TLI), collaborate to plan training, and then provide training to the staff by grade bands. Science teacher leaders have provided a limited amount of training to the staff.

The Literacy Teacher Leaders provided professional development on writing, and were instrumental in implementing the school-wide writing program.

The Math Teacher Leaders met to plan additional training for the staff on math talks. After sharing their learning with the teachers, they designed a template in order for students to write what they learned during math talks.

The focus of professional development has been on instruction; however, there is need to have professional development related to SEL.

School-wide professional development topics always include practices and strategies to engage our diverse learners and English Learners; however, there is a need to have school-wide professional development to address instruction for EL's, and to address instruction for diverse learners.

The school also ensures that teachers are trained to use instructional materials effectively. Middle school teachers were trained on the SEPUP science curriculum. Kdg. through 8th grade teachers were trained on the the Go Math! series by Houghton Mifflin. Edmentum trained 3rd through 8th grade teachers on how to fully implement Study Island and to analyze the resulting data it provides.

The master schedule includes time for teacher teams to have weekly collaborative meetings. During teacher team meetings, teachers analyze data, have professional reads, and share and learn instructional strategies in order to develop a shared understanding of high-quality instruction, and sustain a cohesive instructional program on an ongoing basis.

Topics on the teacher team agendas included Reviewing the Protocol for Examining Data, Gradebook Uniformity, Selecting Skills to Target for Classroom Uniformity, Examining Math Instructional Units and Selecting Assessments, MOY Data Analysis, Creation of Groupings for Guided Reading, Math Instruction for EL's and Analysis of a PARCC ELA Assessment Task Through an ELL Lens and professional reads.

The 5Essentials Survey notes that 100% of the teachers agree that professional development includes opportunities to work productively with colleagues in the school.

Teacher team meetings are mostly led by the Literacy Coach, and at times by grade level lead teachers. Lead Literacy, Math and Science Teacher Leaders rarely lead grade level meetings. Providing all lead teachers more opportunities to lead grade level meetings will increase capacity in the school.

Teachers initiate their own growth and advance their own learning. 2 teachers are graduate students, two teachers wrote grants and received a teaching fellowship and a scholarship, respectively, to advance in their areas of teaching. One teacher was accepted into the MSU-WIPRO Urban STEM Leadership and Teaching Program. Two teachers recently received additional degrees, 7 teachers became ESL endorsed and 1 teacher is currently working on an endorsement. The school partnered with Horace Mann, who offered grant writing and loan forgiveness workshops that teachers attended. Two middle school teachers attend the Middle School Convention each year. 6% of our teachers are National Board Certified, and 25 teachers became ACCESS recertified this year.

The school does not have a formal schedule for peer observation and coaching. They occur; however, and are arranged through the Literacy Coach. The Literacy Coach arranged for the SPED teacher to observe teaching strategies in the General Education classroom.

The Literacy Coach, Bilingual Coordinator, Case Manager or an experienced, certified teacher mentor new teachers. They provide support and guidance to new teachers by coaching and mentoring them in the areas of effective classroom management skills, writing lesson plans, implementing strategies for working with EL's, implementing accommodations and modifications for

diverse learners, understanding CPS and school policies, using technology programs and data-driven instruction. In addition, each new teacher is given the teacher handbook which contains the school's policies and procedures.

The school buys researched-based professional books and materials, such as Greek and Latin Roots and Strategies for Differentiation, to invest in teachers' knowledge and skills and support them during early stages of implementation of teaching strategies.

The Literacy Coach goes into the classrooms and models literacy lessons for all teachers and the primary grade math teacher leader has scheduled peer observations to occur during his math block.

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

### Aligned Resources:

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

### Score

1 2 3 4

Teachers complete time distribution sheets at the beginning of each school year.

Teachers' schedules are based on the number of minutes per subject or course recommended by the District. Kdg - 5th grade teachers have a 2-hour block for literacy instruction and a 1-hour block for math, science and social science instruction. Grades 6, 7 and 8 are departmentalized. Two hours are allotted for literacy instruction and one hour is allotted for math. Science



and social science are scheduled for one hour.

The school's educational priorities are evident in the school budget. The school hires a business manager to provide consultative support services related to budget, internal accounts and procurement. The school utilizes the services of the vendors that are on the CPS Strategic Vendor List.

Supplemental funds are used to close priority group achievement gaps. The school purchases instructional materials and student incentives for motivation and recognition. The school provides professional development in order to strengthen teachers' knowledge and skills; the school offers additional learning opportunities for students through extended day and summer school classes, and the school hires support staff for safety and security.

5 teachers obtained grants to support the needs of the students. The school received matching grant funds to support the diverse learners who participate in the Special Olympics, and a Creative School Funds Arts Advance Grant to offer Play in a Book, which is an interdisciplinary literacy and art program. 1 teacher received a grant from Chicago Foundation for Education (CFE) for classroom supplies, 1 teacher received a grant for kindles, and the librarian received a grant to support the Battle of the Books. In addition, the school librarian was chosen to be a member of the Monarch Committee, who selects award-winning fiction and nonfiction books for students in grades Kdg. - 3.

There is a purchasing policy in place. Instructional materials are ordered school-wide, by grade band or grade level. Purchases are prioritized. Instructional materials that are used for core instruction are ordered before supplemental materials. The school takes an inventory of its instructional materials, technology, furniture and equipment. Teachers are given a survey on instructional needs. When appropriate, the clerk places group orders. Purchase orders are kept in a centralized location. Most materials are ordered during the summer or after the new fiscal year, in order to be prepared for the new school year.

The school has a hiring team that consists of the assistant principals, lead teachers, ancillary staff and a classroom teacher. The school hires staff after a vacancy is identified, or by assessment of student need.

The school has a pool of potential staff that includes substitute teachers, student teacher interns and teachers who have been referred by staff members. The school uses a protocol for questioning during the interview process, and always calls to check the teacher's previous performance at CPS schools. The team does require a lesson demonstration before hiring new staff.

The school hires highly qualified teachers, and 100% of the teachers are highly qualified. Twelve classroom teachers in the Bilingual program are licensed and endorsed.

Grade and course teams are assembled to include the needed combination of knowledge and expertise, All middle school teachers are endorsed in the subject areas in which they teach, and five out of nine of them are ESL endorsed.

The clinicians collaboratively plan with classroom teachers to align practices and services to help provide students a nurturing and participatory learning environment. The speech therapists consult with teachers in order to tailor their curriculum's based on student needs, to develop goals and to provide strategies that the teachers can use. The social worker works with small groups of students, in order to reduce social emotional learning problems, thus enabling them to access the curriculum. The occupational therapist works directly with students in the classroom and gives the teacher strategies that can be used with the students.

61% of the teachers serve as leaders in the school. Other teachers serve on the PPAC, and other committees to plan activities such as graduations, selecting instructional materials, and arranging for students to participate in the Special Olympics.

2015 School Progress Report data indicates that 93.8% of the teachers returned from last year. Trend data indicates that the school had a 98% retention rate in the last 4 years. 1 teacher transferred for a promotion, one teacher moved out of the city, and other teachers retired or were affected by budget cuts.

Burbank School has a broad range of community groups and businesses who provide services to students and families at the school to help carry out our educational program.

Community partners who support parents and students include the Northwest Side Housing Center and the Illinois Student Assistance Commission.

The Northwest Side Housing Center sponsors the Burbank School Parent Mentor Program, and trains and educates them to work in the schools and in the classrooms to tutor students. The Illinois Student Assistance Commission makes presentations to parents and students to make them aware of the benefits of obtaining a university degree.

4 community partners support curriculum and instruction. The Museum of Science and Industry trains teachers and provides a science curriculum for students in the after school science club. E\_J Design teach 4th and 5th grade students how to handcraft jewelry.

Junior Achievement volunteers teach Kdg - 8th grade students about entrepreneurship, work readiness and financial literacy. Westcott School donates books for parents and students and the Merit School of Music provides high quality music education for students.

3 business partners and one community partner provide motivational student incentives and awards for reading, attendance and school service. 22 classrooms are enrolled in the Great America Read to Succeed reading incentive program. 31 classrooms are enrolled in the Pizza Hut reading incentive program. 1 student in each grade level receives a monetary gift certificate for perfect attendance each month from Horace Mann. Three 8th grade graduates receive awards for school and/or community service from the American Legion.

5 community partners provide SEL support. Three 6th grade classes participate in the Chicago Police Department G.R.E.A.T. gang deterrent program. Between Friends present workshops for students in grades 6 through 8 on decision-making skills and self-confidence. Westcott School has a coat drive for our school. Heart Smiles Dental Service provided dental screening services to 431 students, and Norwegian Hospital followed up by providing free dental work for over 25 students.

The school monitors the impact of its community partner's activities by assessing their progress toward agreed upon outcomes.

## Guide for Aligned Resources

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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:

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

Score

1 2 3 4

2015 5Essentials Survey data indicates that 98% of the teachers agree and strongly agree that Curriculum, Instruction and Learning Materials are well-coordinated across the different grade levels at this school.

88% of the teachers use the CPS Content Frameworks, planning guides and curriculum maps to guide, pace and design instructional units in the core subject.

Kdg. through 8th grade teachers aligned their literacy units of instruction using the backward design planning model.

The teachers have not their aligned units of instruction horizontally. Aligning the units horizontally would help prevent gaps in learning for the students.

In 100% of the classrooms, students engage in the Go Math! curriculum. Teachers aligned their lessons with the scope and sequence of the math series. Go Math! aligns with the CPS Mathematics Content Framework and the CPS Classroom Vision for high quality mathematics. However, there is a need for teachers to align the units of instruction with the CPS Math Scope and Sequence Guide.

The math curriculum provides all students with opportunities to build skills and conceptual understanding. Embedded are vocabulary to connect concepts and terminology, and writing to explain approaches to problem-solving and to reflect on information. Pictures and diagrams support students in solving problems. Graphic organizers are used to help students generate nonlinguistic representations.

All teachers give assessments in the math curriculum and they vary to support students who need interventions.

All teachers engaged their students in solving the Problem of the Month (POM's) last year and this year.

The science curriculum for Kdg. through 5th grade enables students to acquire understanding of the world around them. It includes concepts, principles, facts, laws and theories, which comprise the body of content knowledge. Science process skills are interdisciplinary for understanding and explanation. During science lessons students observe, classify and measure, compare and contrast, predict, analyze data, hypothesize and draw conclusions.

The science SEPUP curriculum for middle school students uses societal issues and problems as themes, with an activity based approach for science inquiry. Middle school students conduct science investigations in the classrooms; however, the middle school students rarely go to the science lab to conduct experiments.

The "Essential Question" is written in teachers' units and lesson plans. The teachers use content-specific concepts. Teachers plan learning activities and discussions that actively engage students in "real world" concepts and integrate the concept into students learning during the unit or lesson. The assessment connects to the concept. Some teachers begin class discussions with the concept and ask students how it relates to what they are learning.

100% of the teachers provide guided practice and instructional scaffolding support in order for students to master grade appropriate levels of text complexity. Scaffolding instruction occurs in every classroom and across the disciplines. Instructional materials in literacy and math follow a logical sequence by scaffolding before, during and after each lesson to support learning. Teachers facilitate scaffolding activities through read-alouds, partner reading, discussion on excerpts, and they provide explicit instruction with complex texts. Scaffolding is a strategy that is reflected in the teachers' lesson plans.

Teachers choose culturally relevant materials, use specific examples with teaching or link routines to learning. Teachers give students choice by grouping for interest. Students are allowed to choose books to read for pleasure. Information is presented in multiple formats, such as using active learning strategies, allowing students to participate in hands-on activities and teaching norms, which allow students to self-monitor themselves.

All teachers engage students and provide for differentiation to help them meet the standards. Teachers implement the Understanding by Design(UBD) framework.

Instructional methods and strategies that are reflected in teacher lesson plans are graphic organizers, modeling, interest surveys, wait time, timelines and student choice. All students are provided opportunities to meet the standards through use of technology.

Active learning activities that are reflected in lesson plans are peer tutoring, creating webs, exit slips, turn and talk, participation in seminars, writing in math journals and collecting data for graphs.

Some teachers allow students to self-select materials and give a range of assessments to accommodate the learning differences in students.

The WIDA Standards, domains and levels are reflected in the bilingual teachers' units and lesson plans. Bilingual teachers give specific amounts of time for instruction in English and the native language during the day. Teachers of bilingual students teach to the CCSS in English and in the native language. Bilingual students have instructional materials, including resources and supplementals, in the student's first language. The curriculum for EL's reflects both the American and the student's cultural and linguistic background, and bilingual teachers scaffolds and differentiates based on ELD levels.

The school uses the push-in model for the SPED program. SPED resource teachers and teacher assistants who are assigned to classrooms with diverse learners, go to into the general education classrooms with the diverse learners to enable them to access the curriculum. Teachers of diverse learners teach to the CCSS. Unit plans include modifications for diverse learners. Specific accommodations and modifications based on the student's IEP plan are included in teachers' lessons in order for diverse learners to access the curriculum.

Accommodations for diverse learners include using a calculator, providing examples of color-coding, allowing productive physical movement for students with ADHD, allowing for extended time, using audio-tapes, rereading directions and providing lesson outlines for studying.

SPED teachers modify diverse learner's student work by giving the students alternative assignments, allowing students to draw pictures for vocabulary words, giving students fewer questions and leveled worksheets.

Teachers of students with significant disabilities engage students with the CCSS-aligned Unique Learning System Curriculum, which provide students with complex needs a means to access standards-based instruction. The materials provide for all students to participate in rigorous daily classroom instruction. The curriculum has three levels of support and each student has a profile, which generates his or her individual instructional plan.

All teachers have CC-aligned SEL instructional materials, and they integrate SEL into the curriculum. The classrooms environments are safe and supportive. Teachers teach students how to use effective communication skills while collaborating and/or during a Socratic seminar. In math classes students are taught to display determination when making sense of problems and persevere in solving them. In literacy, students are taught to recognize emotions of characters. Teachers give mini-lessons on emotions and communication and students are asked to reflect on how choices affect their future. Students in every classroom are taught to work towards goals.

The after school science club members and their parents participate in two Family Day field-based learning experiences at the Museum of Science and Industry. each year.

The 8th grade students took a CC-aligned field trip to Open Books. While there, they learned the history and mechanics of slam poetry, and created and performed their own poems. Their poems will be published and sent to the school.

## 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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

**Instructional Materials:**

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

Score

1 2 3 4

The school purchases a variety of instructional materials to engage students and help them develop factual and conceptual understanding of key disciplines. They are aligned to the teacher's curriculum and to the expectations of the standards.

Instructional materials include books, Time nonfiction reading kits, magazines, technology instructional media, audio-visual materials, science laboratory equipment, manipulatives and math boards for whole-group instruction, small group instruction and individualized learning.

Math books, Scholastic magazines, nonfiction reading kits, reference books and content area science and social science text sets are purchased school-wide in English and Spanish to ensure consistency in the instructional program.

Primary grade students have guided reading content area and nonfiction focus books, and guided reading shorts, which are used for scaffolding and differentiated literacy instruction.

Intermediate and middle school students have CC-aligned Practice Coach Plus in ELA, which provides them with guided practice, scaffolding activities and diagnostic and cumulative assessments.

Novels are purchased by grade levels for 2nd to 8th grade students to allow them to have cultural and emotional organization, to stretch their minds, and help them grow moral capacity.

All primary grade teachers use Heggerty Phonics to support students in learning phonemic awareness. Teachers in grades Kdg. - 4 use phonics books and word study for teaching foundational skills, and handwriting books to teach skills in handwriting. Bilingual teachers use phonics books and Avenues to teach ESL.

Classroom libraries are purchased school-wide in English and Spanish to support the instructional program and give students choices in selecting books to read for pleasure. Bilingual classrooms have ESL and culturally relevant materials in the native language in their libraries. Classroom libraries contain several genres, including science books, nonfiction and fiction books, multicultural books, math books, poetry books, books with social responsibility themes and favorite authors.

The school purchased Go Math! in response to the shifts in math. Go Math! aligns with the CPS Mathematics Content Framework and the CPS Classroom Vision for high quality mathematics. Math resources include the online student editions and a personal math trainer, which provides for individualized and personalized practice, intervention and enrichment. Math videos provide real-time support for lessons or tutorials. Professional development videos model successful teaching of the math practices. Each classroom has math manipulatives and learning boards in order for students to engage in hands-on experiences in math.

Kdg. - 8th grade teachers use science and social science text sets. They are nonfiction and leveled to support analysis, reflection and research. They provide for instruction during scaffolding and allow students to look at photographs, which helps to capture their interest. In addition, students in grades Kdg. - 8 have social science and science books.

The SEPUP science program is used for instruction in the middle school. The students have science books and notebooks, science equipment to conduct experiments and online licenses in order for students to access the book at home.

All technology programs that the school purchases for instruction are aligned to the CCSS, differentiated by student populations, and support differentiated instructional practice, intervention and enrichment opportunities.

Lexia offers differentiaton, and is used by monolingual and bilingual students in grades Kdg. - 5 to help facilitate language acquisition.

Raz-Kids, is used by Kdg. and 1st grade general and bilingual teachers to provide students access to leveled text through an

interactive learning portal. Students listen to books, read at their own pace and record themselves reading.

Learning A - Z is an online program that is used by Kdg. through 3rd teachers to provide students with leveled books and teacher's reading resources.

Study Island is used for 3rd through 8th grade students to provide them with practice, intervention and enrichment in reading and math. Study Island also has games, interactive flash cards, Khan Academy videos and awards students with blue ribbons to motivate them to receive 70% on assignments.

The technology coordinator uses Newsela PRO in the computer lab to provide 3rd through 8th grade students support in reading nonfiction text.

The online program Quizlet provides additional materials to engage with academic vocabulary.

Teachers in grades Kdg. 6, use the instructional materials from Writing A-Z, and 7th and 8th grade literacy teachers use the Writing Coach.

The online interactive reading intervention program, Read Live Naturally, is used by diverse learners to help them increase fluency, reading accuracy and comprehension.

Unique Learning System is the curriculum that is used for diverse learners with significant needs, and provides standards-based interdisciplinary lessons for students to engage in reading, math, and writing, social science, science and life skills.

The library houses fiction and non-fiction books and many online resources. Students have access to CNN Student News, which downloads a ten-minute video of current events every day. Students have access to Encyclopedia Britannica in English and Spanish, Newsbank, TeachingBooks and Kids Infobits. Students who visit the library are familiar with Google Apps, such as Google Classroom, Documents, Spreadsheets Draw and Slides.

The school library website includes hyperlinks to Study Island, Lexia Newsela, typing practice, NWEA practice sites, Go Math, Root Word reference guides and SOAR to allow students to have choice, varied levels of support and challenge.

Primary grade teachers use read alouds with character-building topics for explicit instruction in social emotional learning.

Intermediate grade teachers use Studies Weekly Character Development magazines, and middle school teachers use Scholastic Choices to engage students in reading personal narratives that build empathy and tolerance.

In response to the shifts in literacy, math and science, the school upgraded the math series to Go Math!, and purchased nonfiction content area text sets, Time nonfiction content area reading kits, and the science SEPUP program for middle school students. Technology programs were also upgraded to support instruction in literacy and math.

Teachers were trained on the new materials in order to use the instructional materials effectively in the classroom.

All teachers reference their instructional materials in their unit and lesson plans, and instructional materials are visible in the classrooms, library and computer labs.

5Essentials Survey data reflects that 95% of the teachers have influence on determining books and other instructional materials used in their classrooms.

There is always a need to upgrade computers; and instructional materials such as online programs, subscription magazines, consumable workbooks and the Go Math! student work-texts must be purchased on a yearly basis.

## 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"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
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

1 2 3 4

High learning expectations and structures for learning are the collective responsibility at Burbank School. The lesson purpose are evident at the onset of every lesson which follows a backward design for planning model. Every teacher at grade level meetings is expected to use assessment results to inform and impact their professional practice and guide the process of continuous improvement for both students and staff. Evidence is provided through internal walk-throughs, student work products, collegial observations, shared professional readings and targeted professional development. Observations, feedback, formative and summative data and student work products are additional key elements that provide evidence of rigorous student tasks.

According to the 2015 School Progress Report, student's perception of rigor is the classroom is "Very Strong." Similarly, the 2015 School Quality Rating Report rates all students performing better than 82% of all schools nationally. Structures to support rigor, such as professional development in providing a detailed description of expected learning outcomes and the collaboration necessary to analyze ways to increase rigor in performance tasks are at the foundation in providing rigorous lessons. Time for collaboration is prioritized at grade level meetings; it is a catalyst for improvement in planning. Exemplars from the CPS Teacher's Knowledge Center are extracted to include in unit planning and personalized during instruction.

Student work samples matching cognitively challenging assignments are analyzed. However, purposeful planning for those who have mastered concepts is an area of growth,

Ambitious instruction is rated Very Strong on the 5 Essentials survey. Instruction is focused, challenging and engaging.

Instruction is correlated and designed according to the CPS Content Frameworks, Scope and Sequence from the CPS Teacher Knowledge Center and recommendations from the NWEA Learning Continuum. Assessment data coupled with a strategic goal plan is a model of Backward Design to drive the planning in unit development.

Tasks reflecting the key shifts in literacy are demonstrated through balancing information and literacy text, knowledge in the discipline, building upon complexity, text based answers, writing from sources and requirements for academic vocabulary. Quizlet, Newsela PRO, Study Island, Rittosource.org, Scholastic news, novel studies, TCM nonfiction leveled passage sets and CPS anchor passages are applied during close read sessions.

Tasks reflecting the key shifts in math are demonstrated through utilization of CPS Math Scope and Sequence, ISBE Live Binders and products resulting from Go MATH! where mathematical practices are aligned to domains and opportunities for engagement, exploration, explanation, and elaboration are encouraged. Teachers are observed using the QR Code Reader in students' workbook review videos that enhance lesson purpose.

Tools from NWEA and goal setting worksheets are completed by students and referenced frequently as progress reminders. Classroom observations, collaborative planning sessions and grade level agendas are examples of evidence types.

## 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

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)

### Score

1 2 3 4



The school has procedures in place for transitions.

Teachers in grade levels have input in assigning students to their new classrooms for the new school year. They factor in gender, academic progress and student behavior when assigning each student's placement.

Students who qualify for bilingual services are placed in classrooms with a certified bilingual teacher who provides native language instruction and ESL. After the student transitions out of the bilingual program, the student continues to receive ESL support from teachers who are ESL certified and the bilingual coordinator. There is a need to have a progress monitoring tool for EL's who have transitioned out of the program.

In order to avoid the summer slide, Kdg. - 7th grade teachers send home summer learning packets to reinforce the knowledge that is learned during the school year, and help prepare students for the upcoming school year.

Each teacher sends home a supply list for the upcoming school year; and they send home a list of recommended books for students to read during the summer.

The school offers the Summer Smarts Program for at-risk students in grades 4, 5 and 7, in order to provide additional support in reading and math and help prepare the students for the upcoming school year.

At-risk students in grades 2 through 8 are targeted to attend after school classes in order for them to receive additional support in reading and math, thus reducing the risk of failure.

When students transfer into the school, a request for records is sent. Students are introduced to the class and are provided with the materials to ensure that he/she is aware of the curriculum. Some teachers assign a peer to help guide them until they learn the school, its policies and procedures.

Newcomers are given the WAPT screener to determine the level of proficiency. English Language Learners are properly identified based on the WIDA guidelines.

4th through 7th grade students are invited to the 8th grade graduation to motivate and inspire them to set a goal to graduate from elementary school.

8th grade students attend the Navy Pier High School Fair to expose them to different and available options for high schools in the City of Chicago.

The counselor provides guidance to 8th grade students and their parents throughout the high school selection, application and enrollment process.

Sixty-seven 8th grade students participated in High School Investigation Day.

Junior Achievement volunteers come to the school and present their College and Career Readiness curriculum to students in grades Kdg. - 8.

The school hosts Career Day for middle school students, in which guest speakers talk to students to help them connect academics, attendance and motivation to careers.

The Illinois Student Assistance Commission (ISAC) presented an Early College Awareness informational workshop to 8th grade students on the advantages of obtaining a degree from a university.

At this time, the school does not provide eligible 8th grade students access to Algebra.

Students are allowed to check their student portal accounts to check their grades and they are given opportunities to redo assignments, thus allowing them to advocate for themselves and improve their scores. Teachers discuss test results with the students. Teachers distribute the NWEA Student Goal Setting Worksheet, and students use them to set goals for themselves.

Naviance is expected to launch in the second semester. In Naviance, middle school students will develop an individual learning plan to help guide them to the completion of a secondary plan.

It is noted that in 100% of learning walks, students engage in group work and use group norms that are taught by the teacher, which helps teach them self-regulation.

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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

1 2 **3** 4

As reflected on the 2015 School Progress Report, Student growth is above average in reading and math. Reading is at the 82nd Percentile and Math is at the 55th Percentile.

According to SQR data, Student attainment is about the same as the national average score. Students are at the 52<sup>nd</sup>ile in reading, and the 44<sup>th</sup>ile in math.

Data on the SQR indicates that there was an increase in the percent of English Learners meeting the annual growth target from

43.9 in 2014 to 44.7 in 2015; Diverse Learner Growth in Reading increased from 1% in 2014 to 6% in 2015.

While Dashboard data shows that the number of On Track students increased each 5 weeks in 2015, 2015 School Progress Report Data indicates that there was a decrease from 70.3% of students On Track in 2014 to 62.2% in 2015.

Teachers use exemplars from grade-level specific Content Frameworks and Lesson Plans to plan a range of effective approaches suitable to student learning.

Pedagogical strategies that have been observed in 100% of the classrooms are scaffolding, small group instruction, questioning strategies and use of graphic organizers, along with the Gradual Release of Responsibility (GRR) model..

Burbank received a score of 87 on Ambitious Instruction on the 5Essentials Report. Performance on Academic Press is 99 - Most Implementation.

Most teachers align student tasks with the learning objectives.

During instruction, teachers communicate with the students through verbal and message clarity and content relevance. 100% of the teachers have been observed giving students oral explanations, paraphrasing student remarks, commenting on student work, showing students examples and giving feedback on student work.

98% of the teachers have been observed using visual aids, graphical representations, illustrations, anchor charts and reviewing the learning objective on the board in advance of the lesson or during the lesson in anticipation of student misunderstanding.

Teachers make content relevant by having students relate the assignments to personal future goals, stating how the lesson will build on the students existing skills, relating the students interests to their lesson and giving students choice. 3rd grade bilingual teachers lesson plans' note that they model how to respond to literary materials by connecting them to students' own experiences. 39% of the respondents on the 5Essentials Report indicate that they discuss connections between a reading and real life people or situations almost every day, and 35% indicate that discussion occurs once or twice a week.

Teachers enable students to contribute to extending the content by having student-to-student discourse (purposeful talk) in reading and math in which students use academic vocabulary.

Discussion techniques have been observed during learning walks and teacher evaluations.

Collaborative grouping has been seen in all classrooms. As noted in lesson plans, turn and talk and math talks occur in all classrooms.

Group norms that promote respect and responsibility during collaborative discussions are taught and posted in classrooms.

Questioning strategies occur during whole group and small group instruction in the core subjects. Questioning is at the strategic thinking level in reading and math. Students are asked explain approaches to problem-solving and word meanings and explain how they are during math instruction; students are asked to cite text evidence as they engage in close reads during literacy instruction.

Data on the 5Essentials Report indicate that 27% of the middle school students debate the meaning of a reading once or twice a week, and 35% debate the meaning of a reading almost everyday.

43% of the students explain how they solved a problem to the class almost every day, and 33% of the students give explanations once or twice a week. 36% of the students discuss possible solutions to problems with other students almost everyday and 43% discuss possible solutions once or twice a week.

To engage students, teachers allow choice, group them, allow physical motions and incorporate the student's culture into the lessons.

Engagement strategies are reflected in 100% of the teachers' lesson plans. These include close reads and citing textual evidence, creating flip flop vocabulary books, reading and interpreting data in a plot line, participating in a seminar, and creating a vocabulary web.

Teachers use data to group students for instruction. Use of leveled materials, tiered assignments, reteaching foundational skills, computer-assisted instruction, and one-on-one instruction are a few of the avenues in which teachers provide targeted support to students.

Bilingual teachers' lesson plans reflect that they allow wait time during instruction. The instructional pacing is adjusted. Students are grouped based on ELD. Instruction and instructional materials are given to EL's in English and the native language. Teachers use linguistic scaffolding strategies, prior knowledge and student experiences to present new information and provide listening activities through audiotapes. As referenced in lesson plans, first grade bilingual teachers discuss vocabulary in English and have students write in the EL notebook. 2nd grade bilingual teachers use dictionaries and pictures to convey meanings. 4th grade bilingual teachers support EL's by giving them sentence stems.

Instruction for diverse learners include accommodations and modifications that are on the IEP. Teachers in SPED classrooms use visuals, extend time on task, read directions to students, and provide students with graphic organizers to focus attention on details or key elements. Students receive computer-assisted instruction, and the teachers progress monitor the students.

All special education classrooms have assigned bilingual paraprofessionals, who provide diverse learners with instructional support in the acquisition of language and in accessing the curriculum.

While all teacher teams collaborate and develop unit plans using the CPS Content Frameworks and planning guides, some teachers lesson plans do not reflect differentiation supports for EL's and diverse learners, nor activities for enrichment.

There is a need for all teachers to identify EL newcomers and EL long term students in their classrooms, and adjust instructional strategies to support their learning.

Some teachers are not following the guidelines that they developed for writing instruction, and do not provide students with the experiences they need to become proficient writers.

Teachers check for understanding and monitor student learning by integrating formative assessment into instruction, during and after the lessons. Checks for understanding include thumbs up/thumbs down, use of individual dry-erase boards and listening closely to students' answers during discussions and questioning and providing feedback..

Formative assessments that are written in lesson plans include examining student- written responses in journals, questioning, exit slips, graphic organizers, science investigations and K-W-L charts, to name a few.

All teachers use assessments in order for students to demonstrate learning; however, teachers in grades 3 through 8 need to develop or identify a common interim assessment in literacy to gauge student progress toward skill attainment.

Rubrics and checklists are posted on learning boards with student work; students apply rubrics to their own work, but not in all classrooms.

Teachers are flexible and responsive when the lesson needs modifying. Teachers adjust their lessons by reviewing and/or highlighting the important part of the lesson, individualizing instruction and/or expanding student understanding by relating it to a real world situation. Teacher flexibility and responsiveness are noted in teacher evaluations.

Kdg. through 2nd grade teachers use progress monitoring data to determine the effectiveness of interventions. There is a need for 3rd through 8th grade teachers to use progress monitoring data to determine effectiveness of interventions.

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

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

Score

1 **2** 3 4

mCLASS and TRC/DIBELS are used as a screeners for students in grades Kdg. - 2nd, and NWEA is used as a screener for students in grades 3 through 8.

To provide for Tier 1 instruction, students receive core instruction with flexible grouping.

Based on data from those screeners, teachers differentiate instruction. Primary teachers differentiate by using listening centers, providing scaffolding and using leveled readers and decodable books during small group instruction. Intermediate and middle school teachers use differentiated leveled readers, scaffolding, repeated readings, pre-taught vocabulary and read alouds.

All teachers post and teach classroom rules and procedures. Students are given verbal clues to alert them to transitions, and the teachers organize classrooms so that materials are quickly and easily accessible. When there is misconduct, the teacher has a conference with the student.

The school is proactive in providing Behavioral and SEL supports for the core instructional program.

There is a school-wide discipline plan in place. There are school-wide procedures for transitions. Support staff are strategically assigned to the playground and lunchroom.

The classrooms in each grade level that receive the highest scores in Study Island contest for the month receive incentives. Each teacher writes a positive comment to their class weekly, encouraging the students to do their best.

The school collaborates with community partners to provide presentations and workshops to help students learn positive behaviors.

The classroom with the highest attendance for the month receives the "Traveling Trophy."

At the Annual Awards Assembly students are recognized and rewarded for academics, participation in extra-curricular activities and for having perfect attendance.

To customize the learning environment, teachers provide one-on-one tutoring, individualized reading vocabulary flashcards, peer-tutoring, peer-grouping and computer-assisted instruction with Raz-Kids, Study Island and IXL Math.

Students that are at-risk are targeted to attend after school reading and/or math tutoring classes. Teachers talk to the parents to inform them of their child's progress, and the school sends a letter home.

Follow-up phone calls are made to parents when students are absent.

Quarterly attendance awards are given to students who come to school every day for 10 weeks. The school implements the Quarterly Shooting Stars program to reward students for improvement in reading and math. Students who come to school for 3 months are invited to a school dance.

When there is misconduct, the teacher sends the student to the assistant principal, who contacts the parents.

The ILT analyzes 5-week On-Track data to find root causes and collaborate with teachers to provide targeted interventions for students. On-Track data show that there has been a decrease in the number of students who are off track every 5 weeks from 2014- 2015 to 2015 to 2016.

The Attendance Facilitator makes phone calls and home visits when students are identified at risk for truancy or absences.

Students whose data shows a need for Tier 2 and 3 interventions are referred to the Counselor, Case Manager and/or Attendance Facilitator. Parent conferences are arranged to inform and involve the parents.

When a student needs SEL support, they are referred to the counselor. When a student needs academic support he/she is referred to the Case Manager. If a student needs at-risk for truancy or attendance, he/she is referred to the Attendance Facilitator.

Usually, the counselor ensures that teachers who refer students for Tier 2 and Tier 3 interventions use the problem-solving process and recommends appropriate interventions for students not making progress.

23 PLP's were completed for students at the beginning of the school year. 5 of the students plans needed adjustments.

The school has the supports in place for Tiers 2 and 3 interventions; however, the MTSS Team needs to be re-established and teachers need a shared understanding of MTSS and how the school will implement the MTSS model.

There is a need to identify the progress-monitoring data that will be used, and monitoring should be done with fidelity.

## 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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	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.

Score

1 2 3 4

The school uses the CPS Assessment calendar for testing and logistics. Assessment updates from the Teacher Knowledge Center are regular topics on teacher team meeting agendas.

The principal sends new primary teachers and teachers new to the primary grades to the CPS mCLASS trainings; the hiring team inquires if candidates have been trained in administering assessments during the hiring process.

The REACH Performance Tasks are given to students in grades Pre-K to 8 and are used to measure student baseline status as well as end-of-year growth. Teachers calibrate and score REACH PT's in grade level meetings.

BOY TRC/DIBELS and mCLASS are used as formative assessments to screen, diagnose and progress-monitor students and to guide instruction for primary grade students. Bilingual primary grade students use the Spanish version of TRC/IDEL and mCLASS.

When parents fill out the Home Language Survey (HLS), if another language other than English is spoken at home, the student is given the WAPT as a screener to determine placement in the bilingual program.

AIMSweb provides online reading progress monitoring for diverse learners. There is a need to have a progress-monitoring tool for

EL's who transition from the bilingual program.

Teachers plan formative assessments during unit and lesson planning. Teachers give formative assessments that are in the CPS frameworks to provide feedback and identify learning gaps that can be addressed before the end-of-year assessments. Assessments are aligned to Common Core State Standards. Questioning, learning activities, student reflections, graphic organizers, and student-written response are a few of the formative assessments that have been identified in the teacher's lesson plans and through classroom observations.

Students with significant disabilities are the given formative assessments that are in the Unique Learning System curriculum. Kdg. and 1st grade teachers use the online reading assessment from RAZ-KIDS; the reading levels directly relate to TRC. Primary teachers' use Learning A - Z for formative assessments in reading, and the results are used to plan for interventions and for student grouping.

Math assessments are embedded in the Go Math! materials. Math assessments provide formative information to students, parents and teachers. Noted in lesson plans, teachers use Go Math! - Are You Ready?, which supports students who need Tier 2 and Tier 3 interventions.

There is a need to identify a common formative assessment in literacy at the classroom level for students in grades 3 through 8, to inform instruction and identify gaps in learning, and to consistently administer it.

There is a need to identify a common progress monitoring tool for students in grades 3 through 8.

Publishers who provide the instructional materials sometimes do not provide the same assessment at the end of the completion of a unit study in English and Spanish.

Online assessments that provide for the shifts in literacy are Newsela PRO and Study Island, Quizlet and Read Live Naturally, CCSS-aligned Crosswalk Coach Plus, ELA provide diagnostic and cumulative assessments which gauges student progress in mastering the skills.

Study Island, Go Math! assessments and assessments from the Knowledge Center provide for shifts in math.

Accommodations are provided for ELS's and diverse learners based on CPS guidelines. Native language translations are provided for EL's. Accommodations for diverse learners are provided and include repeated or clarified directions, use of read-alouds, use of manipulatives, extending time for testing, or any other accommodation that is included in the CPS Assessment Framework.

MOY TRC/DIBELS in English and Spanish, and MOY/NWEA are used as Benchmark assessments that gauge progress toward growth and attainment for students in grades Kdg. through 8, respectively.

Teachers collaboratively developed grading policies by grade bands.

Each grade band's grading policy reflect the District's Uniform Grading Scale; they communicate high expectations and provide an opportunity for higher grades to be earned. Students are allowed to redo work to get a higher grade and the new grade reflects the students actual earned percentage.

Each of the grading policies includes the scale to be used for late and missed assignments, which provides students a second chance.

Each grading policy includes modifications to meet individual student needs.

Each grading policy explains what the grades represent, and helps address fairness.

Teachers explain the criteria and standards for which they hold the students to. Teachers reinforce and remind students about what they are learning and the grades that they receive for the assignments. Grading policies are posted in the classrooms.

The grading policies were shared with the parents, ancillary teachers and support specialists.

Although teachers expressed that they will assess the same standards within the same week, the ACCESS test and MOY/NWEA are administered at the same time. The tests differ in duration and areas being assessed, which has a negative impact on the grade level teams' instructional coherence and pacing. This is reflected on Gradebook as well.

A check of Gradebook reveals that assessments vary, and dates that they are given vary within the grade 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 (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

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
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	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.

Score

1 2 3 4

According to the 2015 School Progress Report, Burbank School's Culture and Climate are Well-Organized, which suggests that the school is set up for success. These results are reflected in our school's mission and vision statements which are communicated and embraced by all stakeholders. Valued are high expectations for all students to achieve college and career readiness standards. These expectations are shared with the students, staff, parents and community in classrooms, conferences, parent and faculty meetings, special events and publications.

LSC meetings, Parent Open House, the school website and our monthly newsletter, Que Pasa, are examples of some of the avenues in which our mission and vision are shared. Our mission and vision are posted in the halls and in each classroom, and are written in Spanish and English.

Policies and procedures are in place so that instruction is not unnecessarily interrupted. All announcements, if possible, are made at the beginning and end of the school day. Grade level and faculty meetings are held weekly to facilitate sharing of information and discussions of student learning and achievement. Student schedules, rules of behavior, expectations and informational charts are displayed in all classrooms. Learning boards, in and outside the classrooms, proudly display student work that reflects higher order thinking skills, creativity, and students projects/writing.

The culture of learning is characterized by collaboration, collegiality and efficacy. Teachers develop, communicate and implement classroom motivation and management plans. These plans are explained orally to students and posted in classrooms.

Instructional planning facilitates bell-to-bell instruction. Students are greeted at the door and are given bell-ringers. Students are grouped in classrooms to facilitate interaction, instruction and discovery. Grouping is not static and changes are made based on student need.

Teachers within a grade level pace instruction so that all students cover the same instructional materials/concepts within each grade level. Instruction is scaffolded and takes into account the diverse needs of learners. Homework is assigned regularly and students are required to read 25 books per year. According to the 5Essentials report, 75% of the students feel that homework is important.

Teachers in grades 3 - 8 incorporate goal setting by having students track their progress towards their goals.

A 7th grader wrote the following goal: "My goal is to raise my NWEA score in mathematics from 226 to 230. To raise my score, I will study my vocabulary words and also use the Go Math! website to practice statistics and probability."

A 4th grader wrote the following goal: "My goal is to reach 208 on the NWEA Reading test. The way that I will achieve my goals to get better at reading comprehension by studying the theme of the story, the author's purpose and to read more chapter books." In many classrooms, the overall growth goals are posted. Growth is celebrated.

Equity, uniformity and creativity are fostered and evident in all classrooms. 5Essentials data shows that 95% of the teachers feel responsible that all students learn. Teachers in each grade level plan units of instruction that incorporate active student involvement in the learning process. A review of lesson plans indicate that all teachers teach the Gradual Release of Responsibility strategy, which encourages students to take ownership of their own work. Through classroom interactions, use of materials, and the appearance of the classroom, teachers encourage students to show pride in their work. Teachers write the grade and comments on student work in order for students to make improvements and to highlight excellence. Perseverance is encouraged and valued. As indicated on the 5Essentials Report, 86% of the students try hard to get good grades. Gradebook shows that students in all classrooms redo assignments in order to improve their grade.

Data from learning walks and and teacher evaluations notes that students are able to articulate what they are learning and the importance of learning the skills and concepts presented. Many teachers administer interest surveys in order to plan projects and activities based on the results of this data. 99% of the student respondents on the 5Essentials Report expressed that the teacher expects the students to do their best at all times, and the teacher expects everyone to work hard.

Success is rewarded in many ways in all programs including the many after school programs that our school offers. An Annual Awards Assembly is held to acknowledge honors, citizenship, and attendance. Students also receive recognition for participation in clubs and extracurricular activities. The students receive medals, certificates, ribbons and/or trophies. Awards are also given to students who read 25 books per year, for participating in the science explorer day activity and for being a "reading buddy" to primary grade students.

Quarterly, students and their parents are invited to the Shooting Stars assembly, to celebrate their achievements and growth in reading and mathematics. Certificates are given for achievements in Lexia our computer labs and library.

The traveling attendance trophy is proudly displayed in the classroom of each grade that has the highest attendance rate for the month. Classrooms that win the "Mathlete Math Motivator Contest" are given incentive awards on a monthly basis.

Awards and accolades are given for chess and sports tournaments. Trophies are displayed in 6 cases for all to see. Teachers cheer on students at sporting events. Announcements are made congratulating the winners of special events including the Special Olympics, sports and chess.

Pictures of our principal, staff and students are displayed in the halls, which highlight school activities and demonstrate school pride.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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.

Score

1 2 3 4

School Connectedness is rated Very Strong on the 2015 School Progress Report. Adult-student interactions are positive at Burbank School. Teachers are stationed outside of the classrooms and greet the students when they enter the classroom. As evidenced in teacher evaluations, students are called by their names. Teachers speak with students at eye-level by sitting at the tables with them or kneeling during instruction. Teachers work closely with small groups of students to allow for greater personalization and individualism. Students receive positive attention and recognition from their teachers for behavior, attendance and academic progress. Middle school teachers attend after school sports activities. Teachers show interest in students personal lives. The administration attends special classroom activities that they are invited to. Teachers model social skills by saying please and thank you.

Teachers create opportunities for students to build positive relationships through classroom organization and pedagogy. Teachers create groupings for instruction and class projects, and educational games, which allow students to practice social skills, such as active listening or respectful disagreeing. Students are paired to go on errands, which allows them to get to know each other. Students develop relationships with students of different ages and students outside of their classrooms through sports and extracurricular activities. Teachers integrate the concepts of discipline and respect into cooperative learning by giving student groups explicit directions and group norms for collaboration.

Teachers use instructional materials, read alouds, movies, novels and Character Development Weekly and Choices magazine articles, to engage students in discussions and critical thinking activities to help them develop social emotional skills. 6th grade middle school students are "Reading Buddies" to primary grade students, which helps them to develop interpersonal skills.

According to 5Essentials data, 88% of the middle school respondents indicate that the students almost always show respect for each other.

Each classroom has an extensive classroom library that includes multicultural biographies where students can read to learn about various cultures. Teachers intentionally incorporate history of other cultures into the curriculum. School activities incorporate performances for Black History and Cinco de Mayo annually. Students are allowed "out of uniform days" to wear colors that reflect other peoples customs, and learn about their traditions. Posters, flags and other educational materials are featured throughout the school that reflect cultural diversity and the school community. The Parent Mentor Program provides weekly training to our Spanish-speaking mentors in order for them to learn how the U.S. school system works, and strengthen the skills they need to support their children in school.

Teachers at Burbank School support and respect each other because they share a common commitment. The school hires teachers who share the same values as that of the school. Grade level teams share strategies and learn from each other.

Teachers communicate openly and are free to express their concerns.

Teachers use group norms and work collectively, which requires actively listening to each other and accepting each others opinions in a nonjudgmental manner.

Our community partner, Horace Mann, sponsors a monthly Mugs and Kisses Staff Recognition Award each month. Our teachers nominate their colleagues to receive the award for making Burbank School an awesome place to work.

The 5Essentials data indicates that 95% of the teachers feel respected by other teachers, and 100% of the teachers at Burbank School respect those colleagues who are experts at their craft, and 100% of the teachers feel respected by the Principal.

As indicated on the 5Essentials Report, Burbank received an aggregate score of 88 for Collaborative Practices, and 91 for Teacher-Teacher Trust .

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

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Over 550 students in grades 3 through 8 participate in extracurricular, sports and enrichment programs at Burbank School. Extracurricular and extended day activities are offered at Burbank to nurture students' talents and interests. The school offers the Merit School or Music violin/cello classes, the Audio-visual club and Special Olympics. Third and fourth grade bilingual classes participate in "Play in a Book", in which is a drama-based reading program. Extended day activities that are offered include the Science Club, Chess Club, Tech Ninjas, Spoken Word Poetry Club, Jewelry Making Classes, Battle of the Books, Color Guard, Boys and Girls Track and Field and Cross Country, Boys and Girls Soccer, Intramural Soccer, Flag Football, Boys Basketball and Softball in order to provide our students with extracurricular sports activities and enrichment opportunities.

Some of the 6th grade students are enrolled in the High Jump Program, to receive intensive instruction in advanced classes in the core subjects, develop critical thinking, leadership and study skills, build a network of like-minded peers and prepare extensively for high school.

87% of the middle school students participated in the 5Essentials Survey, which provides feedback. Teachers use the data from the survey to inform instruction and improve classroom practices. According to data on the 5Essentials Report, 94% of the middle school students agree and strongly agree that their teachers will always listen to student ideas.

Lesson plans reflect that Kdg. - 7th grade teachers utilize the CPS Social Science Framework to plan units of instruction and lessons that focus on higher order thinking skills along with content and literacies in the social sciences, and global, civic and economic connections.

In order to prepare the 7th grade students for the Constitution test, students learn about the structures and roles of government and civil society.

During the 8th grade annual trip to Springfield, Illinois, students visit the Illinois State Capitol which helps them make a connection to roles in government.

8th grade graduates receive awards by the American Legion for giving school and/or community service.

Kdg. through 8th grade students donated over \$3,760 in pennies to the Leukemia and Lymphoma Society, to help fund research into blood cancers so that eventually a cure can be found for those diseases.

6th through 8th grade students attended the Resource Force energy conservation show. The students saved over 8,000 kilowatt hours of energy by Earth Day.

Thirty 6th grade students went on a field trip to the Feed the Children Organization, where they packaged nutritious food that was sent to underprivileged countries.

At the beginning of the school year 8th grade teachers give their students learning style surveys in order to plan projects based on the information gained from the survey.

Students are exposed to controversial issues by discussing news events and reading current event articles in the Scholastic Magazines, and are expected to form an opinion and cite evidence to justify a reason for their support.

### 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"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

As reflected on the 5Essentials survey, 69% of the students report that they feel mostly safe and feel safe around the school, and 83% of the students report that they feel very safe in their classrooms.

The school has a safe-school plan that outlines procedures for the safety and security of students and educators.

The school has a Chicago Police Department Juvenile Detention Liaison who provides the school with updates on any criminal activity around the school, and offers advice on safety issues.

The principal proactively contacts City Officials and/or the C.P.D. School Liaison to make them aware of concerns within the school community.

The school funds positions for a security guard, two part-time policeman and support staff, who provide supervision in the lunchroom and on the playground before school and after school. The school funds an Attendance Facilitator who supports the school by handling major attendance and truancy issues.

The school has firm and consistent rules and guidelines for appropriate student behavior. School rules with consequences are displayed in each classroom. All classrooms have the "Be a Star" creed posted on the walls, and it is articulated over the intercom and at school assemblies throughout the school year.

Data on the 5Essentials Report indicates that 95% of the teachers help maintain discipline in the entire school, not just their classrooms.

Classroom teachers review the rules with students at the beginning of the school year, and throughout the year.

The teacher handbook, which is distributed yearly, contains the policies and safety procedures for emergency evacuations and crises management. The safety procedures are displayed on boards in each classroom.

The staff receives training at the beginning of each school year on safety procedures that protect the learning environment.

The school implements the Caught Being Kind Program to reward student behavior for acts of kindness.

The City of Chicago's Bicycle Ambassadors Program makes an annual presentation to 2nd and 5th graders to promote walking safely all year. Students in grade 2 receive materials and take a walking field trip to help them learn how to making safe decisions when walking around the block or around the neighborhood.

6th grade students participate in the Chicago Police Department's G.R.E.A.T. Program, which is a gang resistance education and training program, to deter them from joining gangs.

4th through 8th grade students attended an Internet Safety and Prevention of Online Abuse presentation by the Chicago Police Department.

100% of the teachers are proficient or distinguished in Management of Transitions on the Framework for Teaching evaluations.

The support staff actively supervises students in the lunchroom and on the playground. They circulate in assigned areas to keep a watchful eye on the students. Support staff are assigned duty posts in order to monitor student entrance and dismissal. The school has written procedures for student entrance and dismissal and for school-wide transitions such as escorting students to the lunchroom, washroom, auditorium, on stairways and through out the halls. The assistant principals meet with the support staff to revise procedures if necessary. Data on the 5Essentials Report indicates that 82% of the students report that they feel mostly safe and very safe in the bathrooms, and 91% of the students feel mostly safe and very safe in the hallways at school. 97% agree and strongly agree that they feel safe and comfortable with their teachers.

Adults and student members of the school treat each other respectfully. The adults in the school emphasize proactive, instructive and restorative approaches to a student's behavior by having procedures and routines in place, teaching procedures and routines, and seeking to understand and identify the reasons for the student's behavior.

The staff is aware of the criteria for classroom managed behavior and when to refer students to the office for behavioral issues. Minor offenses are handled in the classrooms. When students are disruptive to the themselves and others in the classroom, the teacher will teach, reinforce or intervene to correct the student's behavior. When major offenses occur and students show defiance, fight, skip classes and/or pose a danger or threat to themselves or others, the teacher refers the student to the office where the counselor and/or administration responds to the misconduct, and uses instructive, corrective and restorative techniques. Parents are always contacted to inform them of the situation.

## 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.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
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.

The school has a common, consistent school-wide approach to student discipline. According to the 2015 School Progress Report, only 6% students received one or more out-of-school suspensions this year, compared to 2.1% last year, which is a 35% decrease from last year.

The school has a team, which consists of the assistant principals, counselor, and case manager, who meet to organize systems that support a restorative environment. The team analyzes situations when de-escalation techniques are used and focuses on minimizing in and out of school suspensions. The Attendance Facilitator deals with truancy.

School rules are in the Teacher's Handbook, which is distributed yearly. Rules with consequences are posted in each classroom. Each classroom has the "Be a STAR" creed posted on the walls, which is read at the beginning of each school year and throughout the year.

Routines and procedures are reinforced throughout the school. When students enter the building, they are greeted by support staff who guide them towards the breakfast stations or auditorium. Teachers are stationed outside of their classrooms to greet students as they enter. The teachers follow their schedules, which are posted in each classroom. Students are aware of their schedules, as well as washroom breaks, lunch/recess and preparation periods. Teachers and students are informed in advance when their daily routines will be altered due to assemblies or testing.

The school implements the "Shooting Stars Motivational" program, which rewards 2 students from each classroom, for positive student behavior and academic progress. Parents receive a special invitation to attend the "Shooting Stars" assembly, which is held each quarter. Students receive positive recognition for acts of kindness. A public announcement is made and students receive a reward Friday of each week in the Caught Being Kind Program. Acknowledgements for behavior are also given on a regular basis in classrooms. Teachers develop positive relationships with students, and reward students with incentives to provide positive reinforcement for good behavior.

The 5Essentials Report indicates that 93% of the staff feel responsible for helping students develop self-control. Students are taught to develop self-awareness and self-management skills to achieve school and life success. Teachers are aware of the SEL standards and integrate concepts of discipline and respect for classmates through activities in the classrooms i. e. student groupings, explicit directions and class discussions, which are evident in lesson plans and classroom observations. The school purchases Character Development and Scholastic Choices magazines in order for teachers to explicitly teach social emotional skills to students.



The school partners with Between Friends, which conducts workshops with 6th through 8th grade students. Their focus is to help them understand the impact of gender stereotypes and hateful language, and teach about forms of abuse, and characteristics and skills to build healthy relationships.

Safe Climate Behavior data indicate that for the 2015-16 school year school implemented instructive, corrective and restorative practices for 66.67% of the consequences for misconducts. 11 students received Adult-led Mediation and 8 students were involved in Restorative Conversations to-date. 7 students were temporarily removed from class this school year, which is a reduction of the 19 students who were removed from class in the 2014-2015 school year. In 2014 there were 11 referrals to the counseling, social work/behavior team; this year there has been 5 referrals to the team.

There are 4 incidents of bullying, which ranks as the number one behavioral issue among all groups of misconduct at Burbank School. Most infractions occur in classrooms; the lowest amount of infractions occur in the hallway and lunchroom.

23.5% of students were at risk and 10.1% were high risk for Chronic Absenteeism. In 2015 the number of at risk students decreased to 14.85% at risk and 7.6% high risk.

The number of incidents decreased from the 2012-2014 school year to the 2015 - 2016 school year. In 2012 - 2013 there were 84.26% incidents which resulted in and in school or an out of school suspensions. In 2013 - 2014 the percentage decreased to 29.27% In 2015 - 2016 the percentage on incidents decreased to 27.78%.

The Attendance Facilitator supports attendance incentive programs that encourage students' positive social and behavioral development. The Attendance Facilitator monitors attendance, makes home visits and conferences with parents to support students' positive social skills. In addition, the Attendance Facilitator attends monthly attendance meetings at the Network, reports to the principal and together, they collaborate on strategies and interventions for students and motivational programs for parents who need support to increase student attendance and reduce truancy.

Instruction never ceases due a behavior problem. A student is removed from the classroom by another staff member only if necessary, while the teacher is allowed to continue the lesson. Classroom coverage is provided for a teacher who is included in a restorative conversation. Trained staff responds to unwanted behavior. Students are taught to address behavioral problems and ways to improve them. Coping skills are taught to help students take ownership of their behavior and how to repair damage in order to communicate and maintain relationships with peers. Students are given choices for solutions that can be used to repair relationships.

The Check In/Check Out Program is used; however, on a limited basis. The counselor and social worker are responsible for leading the responses for behaviors. Brief counseling techniques, using solution focused approaches, are regularly used to address situations in which immediate restorative peace can be made between the parties involved. In cases that require a more intense approach, the counselor and/or social worker uses person-centered and cognitive therapy approaches. Teachers engage in restorative conversations, and teach with materials that address topics that are a reality to the students. Students are given questionnaires to help them reflect on given situations and how to handle a similar situations in the future. When a student fails to respond to restorative techniques, the student is assigned ISS.

In 2015, 14.58% or 3 students received in school suspensions (ISS) to date. The teachers give the students who receive ISS the classroom assignments to mitigate the loss of instruction. Space is provided for students who receive ISS, and the students are under the supervision of school staff at all times.

## 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 Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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:

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.

Score

1 2 3 4

The school maintains relationships with the parents and builds capacity for strong parental involvement. Parents are invited and welcomed into the school. Parents are supported and warmly recognized by the school. The school is offered as a site for educational and social services. Parents have a designated room where they meet regularly and hold GED, ESL and Technology classes and workshops in child development, parenting and immigration to increase their skills and knowledge.

The school has an active LSC, BAC, PAC and a Parent Mentor Program. The school and Northwest Side Housing Center, who sponsors the Parent Mentor Program, formed a partnership to provide training for parents to strengthen skills needed to support their children in school. The parents are mentored by the teachers on how to work one-on-one and in small groups with children. The parents support teachers in the classroom, and give extra attention to students in need, particularly primary grade EL's who need extra support in learning literacy. The parent mentors participate in training one day per week. Parents learn leadership skills in order to have a positive impact in the school and community. Parent mentors are assigned to 7 classrooms to support student learning.

The counselor arranged for the Illinois Student Assistance Commission (ISAC) to make a presentation to parents on how early awareness about college can help their children achieve a university degree.

The school invites parents to attend all school events. School events are advertised on the school marquee and the school website. Parents attend the Shooting Stars quarterly assemblies and all school-wide assemblies, accompany classes on field trips, and support and attend the Science Explorer Day Exhibition, chess tournaments and sports competitions. 100% of the Science Club's parents attend Family Day at the Museum of Science and Industry. 100% of Merit School of Music violinists' parents attend their annual Meritfest concert at Symphony Hall.

Parents volunteers are welcomed into the classrooms. Kdg. and 1st grade classrooms have parent volunteers in them. Parent volunteers help distribute instructional materials to the classrooms each year.

The teachers and parents collaboratively planned a school-wide fundraiser in order to offset the cost for student participation in the Special Olympics. The school raised \$2000 in the fundraiser, and received \$2000 matching grant for the Special Olympics.

Teachers and parents serve together on the school improvement planning teams and they collaboratively organize The Day of the Child Assembly, the Guest Reader Program, Cinco de Mayo activities and potluck lunches. According to the 5Essentials survey data, 97% of the staff at Burbank School work hard to build trusting relationships with parents.

The school hires bilingual support staff, who provide translations, which enable parents to understand and respond. All meetings are translated, and information is sent home to parents in English and Spanish.

94.34% of our parents participated in the Q1 Report Card Pick-up.

The MVMS survey indicates that 98% of the teachers agree and strongly agree that teachers and parents think of each other as partners in educating children.

The staff engages in communication with parents during Parent Orientation at the beginning of the school year. The teachers share an agenda which includes information about the curriculum, grading system, parent portal, the Common Core State Standards, student expectations, student work and student activities at Open House.

Parents are invited to collaborate with teachers to develop an educational plan for their child.

Arranged parent-teacher conferences, report card pick-up days, IEP meetings, phone conversations, emails, text messages and written correspondence provide opportunities for parents and teachers to communicate regarding the child's progress.

Parents of diverse learners were invited to a meeting to inform them of the curriculum and ways to help their children at home.

The school proactively communicates with our parents on the Burbank website and by sending the parent newsletter, Que Pasa, home each month. The principal sends home the school calendar which lists events and dates for events for the year. The counselor sends home testing tips for parents. Teachers send home invitations for field trips and assemblies.

Teachers send home homework activities and projects that include family involvement. The primary teachers sent home Home - Connect letters from the Amplified website with information and strategies to help children succeed in literacy and math. 3rd through 8th grade teachers sent home letters and student passwords for the Study Island website and Kdg. - 8th grade teachers sent home the Go Math! website along with student passwords, to inform parents of the online resources that can help boost student learning and encourage the use of the online resources at home.

Parents are free to voice their concerns and provide input at parent meetings, and LSC, PAC and BAC meetings. Parents visit and call the administration with concerns, and are given an answer in a timely manner.

The school follows the District's requirements for mailing letters home for absent and truant students. The student support services staff member makes home visits for students who have excessive tardiness and absences.

The counselor, social worker and student support services staff member compiled a list of free neighborhood agencies that they refer families to for outreach services. Families are referred for specialized services by the counselor, nurse, case manager and social worker on an as-needed basis.

## 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	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

## School Excellence Framework Priorities

Score Framework dimension and category

Area of focus ☐ = Not of focus

2 Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support

1	2	3	4	5	☐
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3 Culture of & Structure for Continuous Improvement: Instructional Leadership Team

1	2	3	4	5	☐
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3 Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading

1	2	3	4	5	☐
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3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	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: Rigorous Student Tasks	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
4	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
<b>National School Growth Percentile - Reading</b>				
We scored a "2" on interventions on the SEF. By providing teachers with professional development and incorporating instructional practices into daily instruction we will ensure that there will be an increase in the number of students who show proficiency on the National School Growth Percentile in Reading.	73.00	82.00	84.00	86.00
<b>National School Growth Percentile - Math</b>				
We scored a "2" on interventions on the SEF. By providing teachers with professional development and incorporating instructional practices into daily instruction we will ensure that there will be an increase in the number of students who show proficiency on the National School Growth Percentile in Math.	40.00	55.00	67.00	70.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
We scored a "2" on interventions and a 3 curriculum and balanced assessments on the SEF. By aligning our scope and sequence and including interim assessment, and incorporating instructional practices from professional development in MTSS, then the percent of students meeting/exceeding National Average Growth Norms will increase.	56.00	(Blank)	64.00	68.00
<b>African-American Growth Percentile - Reading</b>				

We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating various instructional practices into daily instruction we will ensure that our African-American learners needs are being met and they will continue to show growth in reading.

(Blank)

87.00

56.00

60.00

**Hispanic Growth Percentile - Reading**

We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating various instructional practices into daily instruction we will ensure that our Hispanic learners needs will be met and they will continue to show growth in reading.

78.00

80.00

83.00

84.00

**English Learner Growth Percentile - Reading**

We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating various instructional practices into daily instruction we will ensure that our English Learners needs will be met and they will continue to show growth in reading.

80.00

82.00

89.00

90.00

**Diverse Learner Growth Percentile - Reading**

Diverse learner growth in reading is less than 10%. By providing teachers with professional development on MTSS and strategies for teaching diverse learners, and incorporating various instructional practices into daily instruction we will ensure that our diverse learners are receiving instruction that is highly effective and will produce outcomes that will show growth in reading according to the standards.

(Blank)

6.00

8.00

10.00

**African-American Growth Percentile - Math**

We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating various instructional practices into daily instruction we will ensure that our African-American learners needs will be met and they will continue to show growth in math.

6.00

79.00

50.00

55.00

**Hispanic Growth Percentile - Math**

We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating various instructional practices into daily instruction we will ensure that our Hispanic learners needs will be met and they will show growth in math.

44.00

52.00

72.00

74.00

**English Learner Growth Percentile - Math**

We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating various instructional practices into daily instruction we will ensure that our English Learners needs will be met and they will show growth in math.

26.00

58.00

63.00

68.00

**Diverse Learner Growth Percentile - Math**

Diverse learner growth in math is 70%. By providing teachers with professional development on MTSS and strategies for teaching diverse learners, and incorporating various instructional practices into daily instruction we will ensure that our diverse learners are receiving instruction that is highly effective and will produce outcomes that will show growth in math according to the standards.

(Blank)

70.00

82.00

83.00

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

We scored a "3" on curriculum and balanced assessments. We have a need to align our scope and sequence and incorporate interim assessments in literacy. By aligning our scope and sequence, including interim assessments, to the ELA CCSS we can ensure that our 3rd - 8th grade students receive rigorous and comprehensive instruction and make gains in literacy.

32.00

48.00

50.00

52.00

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

We scored a "3" on curriculum and balanced assessments. We have a need to align our scope and sequence in math. By aligning our scope and sequence to the CCSS - M and continuing our rigorous math program we can ensure that our 3rd - 8th grade students receive coherent and rigorous instruction and make gains in math.

24.00

42.00

61.00

63.00

**National School Attainment Percentile - Reading (Grade 2)**

We scored a "3" on curriculum and balanced assessments. We have a need to align our scope and sequence and incorporate interim assessments in literacy. By aligning our scope and sequence to the ELA CCSS we can ensure that our 2nd grade students receive rigorous and comprehensive instruction and make gains in literacy.

21.00

79.00

44.00

48.00

**National School Attainment Percentile - Math (Grade 2)**

Students attainment in math is 67%. We have a need to align our scope and sequence in math. By aligning our scope and sequence to the CCSS - M and continuing our rigorous math program we can ensure that our 2nd grade students receive rigorous and comprehensive instruction and they will make gains in math.

24.00

67.00

40.00

45.00

**% of Students Making Sufficient Annual Progress on ACCESS**

We scored a "2" in interventions on our SEF. By providing teachers with professional development on MTSS and EL instruction and incorporating instructional practices we will ensure that the number of EL's making sufficient annual progress on the ACCESS will increase.

43.30

44.70

48.00

52.00

**Average Daily Attendance Rate**

Burbank School is committed to providing an education of the highest quality for all students and recognizes that this can only be achieved by supporting and promoting excellent school attendance. Attendance is vital for students and promotes good learning, positive attitudes and maintains continuity in their education.

94.30

95.50

96.00

96.00

**My Voice, My School 5 Essentials Survey**

2014-15 and 2015-16 My Voice, My School 5 Essentials survey data indicates that the school's Climate and Culture is Well-Organized. Fostering the culture and climate is positive and productive for students and will ensure a supportive context for learning.

(Blank)

(Blank)

(Blank)

(Blank)

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...

If teachers aligned their literacy and math scope and sequence using the English Language Arts and Mathematics CCSS, then they will have a coherent set of expectations and clarity to eliminate gaps in learning and enact a curriculum that focuses on cognitive demand and intellectual rigor.

...then we see...

- Common learning targets
- Common formative assessments
- Student work reflecting higher order thinking
- Classroom libraries
- Anchor charts
- Turn & Talk/Math Talks
- Students' quick writes and summaries
- Reflective Journals/ Learning logs
- Learning Objectives posted
- Application of Rit Vocabulary
- Authentic student work on learning boards
- Students engaged in FAL's, MARS Tasks and POM's
- Peer partners
- Flexible Groupings
- Learning Centers in primary classrooms
- Students articulating their learning

...which leads to...

As a result, there will be an 4% increase on the National School Attainment Percentile in reading from 48% to 52%, and a 10% increase from 42% to 52% in math for students in grades 3 - 8. There will be an 4% increase on the National School Attainment Percentile in reading from 79% to 83%, and a 6% growth from 67% to 73% in math for students in grades 2. The number of students making Sufficient Annual Progress on the Access will increase 6% from 44.70% to 50.70%.

Tags:

Math curriculum, Scope and sequence, Vertically aligned, Literacy curriculum

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Literacy and Math Teacher Leaders participate in collaborative meetings to develop a plan, identify and gather resources, develop a schedule for teacher meetings

Assistant Principal - Math  
Literacy Coach - Literacy

Aug 29, 2016 to Aug 31, 2016

Planning agendas  
Sign-in sheets  
Planning Tools for teacher's use  
Completed schedule for teacher meetings

On-Track

**Math, Literacy, Planning, Scope and sequence, Collaboration**

Literacy and Math Leaders and literacy and math teachers meet during extended day to align topics, assessments, and resources.

Assistant Principal

Sep 20, 2016 to May 21, 2018

Teachers planning agendas  
Teacher sign-in sheets  
Learning Hub sign-in documentation  
Quarterly Literacy Assessment Calendar  
Quarterly Math Assessment Calendar  
Quarterly check of Literacy Assessments on Gradebook  
Quarterly check of Math assessments Gradebook  
Completed scope and sequence for literacy and for math per grade level/grade band

On-Track

**Funding, Scope and sequence, Collaboration, Vertical alignment**

Create an organizational database, along with an inventory of curriculum resources for sharing, accessibility and updating  
Verification of updates on a quarterly basis

Assistant Principal  
Literacy Coach

Sep 20, 2016 to May 21, 2018

Checklists for literacy and math with quarterly updates  
Completed literacy database  
Completed math database

Not started

**Aligned resources**

In grade level meetings, build teacher capacity at each grade level, to monitor and maintain alignment of the literacy and math scopes and sequences

Assistant Principal

Dec 5, 2016 to Jun 4, 2018

Teacher Team meeting agendas with topics reflecting literacy and math alignment  
Quarterly monitoring protocols per grade level in literacy  
Quarterly monitoring protocols per grade level in math

On-Track

**Teacher capacity, Monitoring**

Strategy 2

If we do...

If teachers are knowledgeable about the interim assessments and measures of a balanced assessment approach, and they participate in the development of performance-based and selected-response assessment tasks that are reflective of student learning, then they will effectively measure the depth and breadth of student learning.

...then we see...

Common unit assessments in literacy  
Pre and post assessments in literacy  
Gradebook uniformity  
Teacher created assessments  
Teacher selected skills assessments  
Student illustrations  
Creations of graphic organizers  
Student writing  
Short answer quizzes  
Reflective journals

...which leads to...

As a result, there will be a 4% increase on the National School Attainment Percentile in reading from 48% to 52%, and a 10% increase from 42% to 52% in math for students in grades 3 - 8. There will be a 4% increase on the National School Attainment Percentile in reading from 79% to 83%, and a 6% growth from 67% to 73% in math for students in grades 2. The number of students making Sufficient Annual Progress on the Access will increase



Teacher-student conferences with feedback  
Questioning  
Peer responses

by 6% from 44.70% to 50.70%.

Tags:  
Literacy, Balanced assessment

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will participate in the study of selected modules to better understand performance based literacy assessments in use by K-2, 3-5 and 6-8 grade bands	Literacy Coach	Sep 26, 2016 to Jan 23, 2017	Teacher Team agenda topics Teachers' self-assessments of balanced assessments List with dates and modules for study	Not started

### Professional Learning

Grade Level leads and classroom teachers will collaboratively create a schedule for interim literacy assessments to be included in the curriculum, during teacher team meetings	Literacy Coach	Oct 3, 2016 to Nov 14, 2016	Teacher team agendas per grade level Completed schedule/calendar for administering interim literacy assessments	Not started
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### Teacher Teams/Collaboration, Aligned resources

Weekly grade level meetings will provide a structured time for planning common unit assessments that include performance tasks and selected response	Assistant Principal	Sep 19, 2016 to Jun 18, 2018	Weekly teacher team agendas Weekly lesson plans with assessments embedded in them Unit plans with assessments embedded in them Gradebook with common assessments in literacy	Not started
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### Assessment design, Common planning time

Grade level teams will follow the CPS collaborative assessment protocol for consensus in scoring; Grade level teams and ILT will analyze and monitor classroom literacy data.	Principal	Sep 19, 2016 to Jun 11, 2018	Teacher team agenda topics Samples of student writing with feedback Assessment data analysis for planning ILT agenda topics 5-Week On-Track Reports Grade Distribution Reports (success rate) Lists of action items with completion dates	Not started
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### Monitor, Analyze data, Collaborative review

### Strategy 3

If we do...

If we implement an MTSS structure at Burbank School, then teachers will have a shared understanding and language of implementation and outcomes to meet the needs of the students' different backgrounds, learning styles, levels of language proficiency and levels of attainment

...then we see...

A common language  
Accommodations and modifications in classrooms for diverse learners  
Anchor charts in classrooms for transitioned EL students  
Designated time for SEL instruction in the curriculum  
Collaboration logs  
Core values bulletin boards  
Photographs of students engaged in "extra-

...which leads to...

As a result, there will be an 4% increase in Diverse Learner growth percentile indicator to 8% in reading. There will be a 4% increase in English Learner growth percentile indicator to 86% in reading. There will be a 4% increase in Hispanic growth percentile indicator to 84% reading. There will be a 3% increase in African American growth percentile indicator to 90% in reading.  
There will be a 10% increase in Diverse

curricular activities"  
 The "Traveling Trophy" in classrooms where students have the highest monthly attendance rates  
 Students recognized at the "Shooting Stars Motivational Program" assemblies  
 Students engaged in differentiated learning centers  
 "Be a STAR" creed posted in classrooms and in the hallways  
 Rules with consequences posted in classrooms  
 Students self-selecting books from the multicultural and native language classroom libraries  
 Read-alouds and discussions of books from the SEL libraries in primary classrooms  
 Students engaged in reading and discussing articles in the Character Development magazines  
 Student discussions from articles read in the "Choices" magazines in middle grade classrooms  
 Trophies for student winners in the trophy cases  
 Students recognized at the Annual Awards Assemblies

Learner growth percentile indicator to 78% in math. There will be a 10% increase in English Learner growth percentile indicator to 66% in math. There will be a 10% increase in Hispanic growth percentile indicator to 60% in math. There will be a 8% increase in African-American growth percentile indicator to 87% in math,  
 Finally, the percent of students making sufficient annual progress on ACCESS will grow from 44.70% to 50.70%, according to the School Quality Rating Report.

Tags:  
 MTSS, Attendance, Instruction, Social emotional learning

Area(s) of focus:  
 3

Action step	Responsible	Timeframe	Evidence for status	Status
The MTSS Team, Administrators and ILT will collaboratively develop an MTSS structure for Burbank School	Assistant Principal	Sep 14, 2016 to Nov 14, 2016	Completed MTSS model Compilation of MTSS protocols	On-Track
<b>Planning, Collaboration</b>				
Monthly training and collaboration with grade level teams to develop a shared understanding of the MTSS process and practices.	School Counselor	Oct 17, 2016 to Jun 18, 2018	Monthly teacher team meeting agendas Menu of Tier I, II and III interventions Classroom observations of flexible learning environments	On-Track
<b>Collaboration, Common planning time, Multi tiered support systems, Common language</b>				
MTSS Team and ILT will collaborate and analyze progress monitoring data to make adjustments and recommendations. Dates for analysis of data will be included on the ILT calendar.	Principal	Sep 28, 2016 to Jun 13, 2018	ILT/MTSS meeting agendas ILT calendar of meeting dates Analysis of Progress-monitoring data On-track monitoring data Attendance data Implementation and completion of PLP's Lists of action items with completion dates	On-Track
<b>Interventions, Progress monitoring, Monitor, Analyze data</b>				

District priority and action step	Responsible	Start	End	Status
<p>✚ Literacy and Math Teacher Leaders participate in collaborative meetings to develop a plan, identify and gather resources, develop a schedule for teacher meetings</p> <p>Tags: Math curriculum, Scope and sequence, Vertically aligned, Literacy curriculum, Math, Literacy, Planning, Scope and sequence, Collaboration</p>	Assistant Principal - Math Literacy Coach - Literacy	Aug 29, 2016	Aug 31, 2016	On-Track
<p>✚ Literacy and Math Leaders and literacy and math teachers meet during extended day to align topics, assessments, and resources.</p> <p>Tags: Math curriculum, Scope and sequence, Vertically aligned, Literacy curriculum, Funding, Scope and sequence, Collaboration, Vertical alignment</p>	Assistant Principal	Sep 20, 2016	May 21, 2018	On-Track
<p>✚ Create an organizational database, along with an inventory of curriculum resources for sharing, accessibility and updating Verification of updates on a quarterly basis</p> <p>Tags: Math curriculum, Scope and sequence, Vertically aligned, Literacy curriculum, Aligned resources</p>	Assistant Principal Literacy Coach	Sep 20, 2016	May 21, 2018	Not started
<p>✚ In grade level meetings, build teacher capacity at each grade level, to monitor and maintain alignment of the literacy and math scopes and sequences</p> <p>Tags: Math curriculum, Scope and sequence, Vertically aligned, Literacy curriculum, Teacher capacity, Monitoring</p>	Assistant Principal	Dec 5, 2016	Jun 4, 2018	On-Track
<p>✚ Teachers will participate in the study of selected modules to better understand performance based literacy assessments in use by K-2, 3-5 and 6-8 grade bands</p> <p>Tags: Literacy, Balanced assessment, Professional Learning</p>	Literacy Coach	Sep 26, 2016	Jan 23, 2017	Not started
<p>✚ Grade Level leads and classroom teachers will collaboratively create a schedule for interim literacy assessments to be included in the curriculum, during teacher team meetings</p> <p>Tags: Literacy, Balanced assessment, Teacher Teams/Collaboration, Aligned resources</p>	Literacy Coach	Oct 3, 2016	Nov 14, 2016	Not started
<p>✚ Weekly grade level meetings will provide a structured time for planning common unit assessments that include performance tasks and selected response</p> <p>Tags: Literacy, Balanced assessment, Assessment design, Common planning time</p>	Assistant Principal	Sep 19, 2016	Jun 18, 2018	Not started
<p>✚ Grade level teams will follow the CPS collaborative assessment protocol for consensus in scoring; Grade level teams and ILT will analyze and monitor classroom literacy data.</p> <p>Tags: Literacy, Balanced assessment, Monitor, Analyze data, Collaborative review</p>	Principal	Sep 19, 2016	Jun 11, 2018	Not started
<p>✚ The MTSS Team, Administrators and ILT will collaboratively develop an MTSS structure for Burbank School</p> <p>Tags: MTSS, Attendance, Instruction, Social emotional learning, Planning, Collaboration</p>	Assistant Principal	Sep 14, 2016	Nov 14, 2016	On-Track
<p>✚ Monthly training and collaboration with grade level teams to develop a shared understanding of the MTSS process and practices.</p> <p>Tags: MTSS, Attendance, Instruction, Social emotional learning, Collaboration, Common planning time, Multi tiered support systems, Commom language</p>	School Counselor	Oct 17, 2016	Jun 18, 2018	On-Track
<p>✚ MTSS Team and ILT will collaborate and analyze progress monitoring data to make adjustments and recommendations. Dates for analysis of data will be included on the ILT calendar.</p> <p>Tags: MTSS, Attendance, Instruction, Social emotional learning, Interventions, Progress monitoring, Monitor, Analyze data</p>	Principal	Sep 28, 2016	Jun 13, 2018	On-Track

## 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.

Send notification to parents that the school will convene an annual meeting, in which the requirements and rights of the parents to be involved are explained. Offer a schedule of flexible meetings, to maximize opportunities for parents to participate. Involve parents, including our established parent groups, the LSC, BAC and PAC, in an organized, ongoing and timely way to plan, review and improve the parental involvement policy/plan and school improvement plan. Provide parents with: information concerning the school's performance profile, a description and explanation of the curriculum, assessments used, proficiency levels that must be met by their children, and the School-Parent Compact. Throughout the year, parents suggestions and comments will be encouraged and responded to in a timely manner through home/school communication. In the spring parents will have an opportunity to provide input through the Parent Climate Survey. Information and reports are in English and Spanish to ensure that parents understand and are able to respond.

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

During the month of September, at times mutually convenient to parents and community, the school will invite parents and community, including the LSC, PAC and BAC, to annual meetings where information will be presented and discussed concerning the school's participation in NCLB. Printed reports will be prepared for hand-outs. Letters will be sent home in English and Spanish, and the information will be posted in English and Spanish, with phone numbers in order for parents to call to give input and/or ask questions. The Title I Annual Meeting will be held at 8:00 a.m., and the Title I PAC Organizational Meeting will be held at 9:00 a.m. on September 23, 2016.

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.

A parent newsletter will be sent home in Spanish and English highlighting the Title I program, including an explanation of the curriculum, the academic assessment tools used to measure student progress, and proficiency levels students are expected to meet. Teacher-parent meetings will also be conducted to convey the information. This information and data will also be presented regularly at PAC, BAC and LSC meetings.

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 school will set aside a room for parents, to facilitate regular meetings and have discussions with parents, both in groups and in response to any parents requests. Members of the staff and administration will be in attendance to dialogue with parents, and to participate in discussions about education of the children.

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.

There will be two report card pickup dates scheduled. Individual assessment results are distributed to parents during these conference days in order for them to provide parents with a report of their child's performance on the State assessment in at least math, language arts and reading.

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.

The Chicago Public School's Certification Compliance Team (CCT) conducts its annual review of teacher/paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. Notifications are prepared for distribution to parents.

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.

The school has an annual meeting to inservice parents on the state's content standards, state and local assessments, and the state's student academic achievement standards. School newsletters highlighting information will also be sent home to parents. Quarterly progress reports and report cards are distributed with accompanying explanations. Students' state assessment (NWEA and/or PARCC) results with explanations are distributed during Report Card pick-up conferences, or sent home as soon as they are available. Local assessments and progress monitoring take place throughout the year, and teachers inform parents of their child's progress. Additionally, parents of every student are encouraged to attend conferences with their child's teachers at which curriculum, assessment, and student progress is discussed.

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.

Training to help parents work with their children is provided through a variety of means. There are parent workshops on topics such as child development, parent-teacher conferences, phone conferences and district level parent trainings. Workshops are designed to help parents become full partners in the education of their children.

The school is offered as a site and provides/sponsors training in ESL, technology and literacy. The Literacy Coach sends home literacy information and sponsors book give-aways for parents. The school has a Book Fair in which parents can purchase books. Report Card Pick-up days are two additional opportunities that the literacy coach schedules for families to learn how to improve their child's literacy. Teachers provide information and strategies to use at home with students, and include parents in projects in which parents have the opportunity to aid in improving their child's reading.

Information will be presented regularly at LSC, BAC and PAC meetings, and, newsletters/notifications will be sent home to inform parents about resources, materials and training. All meetings, newsletters and parent notifications will be translated to ensure that parents understand and are able to respond.

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.

The staff will participate in staff development and teacher training sessions to learn the value and utility of contributions of parents. Staff will be provided opportunities to work on committees with parents as equal partners, such as planning school-wide events for students, and to develop plans for engaging parental involvement for the development and completion of projects to help them learn to coordinate parent programs and build ties with the parents.

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.

Pre-K parents are very important in the ongoing program. Pre-Kindergarten programs will be integrated with parents to involve them in ongoing activities. Pre-K parents will volunteer and help in the classroom, on field trips, in nutrition, arts and crafts, school-wide activities, etc.

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.

All correspondence is sent home in Spanish and English. Phone calls and teacher-parent conferences are translated to ensure that parents understand and are able to respond.

#### 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.)

Burbank School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows: Providing qualified teachers, instructional materials and a high quality curriculum that reflect the Common Core State Standards to provide rigorous content and application of knowledge through higher order thinking skills

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 twice annually (November 9, 2016 and April 19, 2017) during which this compact will be discussed as it relates to the individual child's achievement.

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

The school will send home progress reports to parents quarterly. The dates are October 7, 2016, January 9, 2017, March 10, 2017 and May 19, 2017.

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

Parents have reasonable access to staff for consultations in September, November and April, which are parent orientation and parent-teacher conference days, and by appointment, e-mail or phone calls during a teacher's planning period.

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.

Burbank School has a Parent Mentor and Guest Reader Programs, in which parents are welcome to participate and assist in classrooms. Teachers invite parents to observe, help monitor students and assist with other activities, such as tutoring, working on science fair projects, preparing for assemblies, sharing family and cultural celebrations, and attending field trips.

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

Parents will assist learning by monitoring their children's attendance, making sure that homework is completed, conferencing with their children's teacher(s), encouraging good study habits and monitoring out-of-school activities and the amount of television their children watch.

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

Parents are members of established committees in the school, such as the LSC, BAC and PAC. The committees meet monthly. Meetings are structured to allow parents to have opportunities for input, and decision-making regarding the education of their children.

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

Students will share the responsibility for improving their academic achievement by doing their homework every day and asking for help when they need it, reading at least 30 minutes per day outside of school, showing a positive attitude about learning, and giving their parents or the adults who are responsible for their welfare all correspondence that that sent home from the school.

### 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.

PAC workshop/conferences includes an educational parent involvement focus. Conferences will include the ESEA/NCLB Statewide Conference. Equipment and supplies will be purchased for use by parents in order to participate in parent involvement activities.

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

Account(s) Description

Allocation

51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
53405	<b>Supplies</b> 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.	\$	4466	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	600	.00
54125	<b>Consultants</b> 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)	\$	450	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	<b>Reimbursements</b> 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.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00