



Edmond Burke Elementary School (/school-plans/48) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Tenesha Hatter	Assistant Principal	TDHatter@cps.edu	Has access
Shaka Rawls	School Community Administrator	sarawls1@cps.edu	Has access
Laverne Wright	Lead Instructional Coach	LECoke@cps.edu	Has access
Emily Simon	CPC Head Teacher	ecsimon@cps.edu	Has access
Ashley Blume	Kindergarten Teacher/ILT Member	arblume@cps.edu	No Access
Kyle Buchta	1st Grade Teacher/ILT Member	kkenney@cps.edu	No Access
Latiya Magee	4th Grade Teacher/ILT Member	limagee@cps.edu	No Access
Tracey Redmond	SpEd Teacher/Case Manager/ILT Member	TRedmond@cps.edu	No Access
Karla Zaccor	MS ELA Teacher/ILT Member	kmzaccor@cps.edu	No Access
Terence Cook	Dean of Students/CC Team Member	tmcook3@cps.edu	No Access
Andrew Tonachel	Restorative Justice Coach/CC Team Member	antonachel@gmail.com	No Access
Jo Johnson-Board	Counselor/CC Team Member	jjjohnson2@cps.edu	No Access
Ed Kajor	SpEd Teacher/CC Team Member	ekajor@cps.edu	No Access
Constance Cosmas	2nd Grade Teacher/CC Team Member	crcosmas@cps.edu	No Access
Kimberly Branch	3rd Grade Teacher/CC Team Member	kbranch9@cps.edu	No Access
Meg Goethals	MS ELA Teacher/CC Team Member	megoethals@cps.edu	No Access

Marlon Cummings

Community Member/LSC Rep

marloncummings@gmail.com

No Access

Team meetings

Date	Participants	Topic
01/25/2016	Admin Team (Hatter, Rawls, Nagy, Wright, Simon)	Determine CIWP Team
03/14/2016	Admin Team	Determine format to gather evidence for SEF
03/21/2016	ILT Team	Review SEF and respond individually with evidence to questions in Google Form
03/28/2016	Culture and Climate Team	Review SEF and respond individually with evidence to questions in Google Form
04/19/2016	Admin Team	Review SEF Google Form Responses and identify trends to select areas of focus to draft Strategies
04/25/2016	Admin Team	Using evidence from SEF and identified priority areas, begin drafting Strategy 1
04/26/2016	Admin Team	Using evidence from SEF and identified priority areas, begin drafting Strategy 2 and 3
04/27/2016	Principal, Assistant Principal, Network staff, principals and assistant principals	Review and provide feedback on Strategy drafts
05/02/2016	ILT Team, Principal, Lead Instructional Coach	Provide Feedback on Strategy 1, Identify current levels of knowledge and practice to drive creation of action plan to implement CIWP Strategy 1
05/09/2016	CC Team, Assistant Principal, Principal, School Community Administrator, Lead Instructional Coach	Discuss creation of Strategies 2 and 3, and determine next steps for action planning
05/16/2016	ILT Team, Principal, Lead Instructional Coach, Network Data Strategist	Summary of existing teacher knowledge and skill to implement CIWP Strategy 1, whole group brainstorm of necessary action steps to implement strategy
05/23/2016	CC Team, Assistant Principal, Principal, School Community Administrator, Lead Instructional Coach	Provide Feedback on Strategies 2 and 3, Identify current levels of knowledge and practice to drive creation of action plan to implement CIWP Strategies 2 and 3
05/23/2016	Admin Team	Summary of existing teacher knowledge and skill to implement CIWP Strategy 1, whole group brainstorm of necessary action steps to implement strategy
06/04/2016	Principal and Assistant Principal	Use summary of existing teacher knowledge and skill around Strategy 2, and create action steps in response to teacher needs to implement Strategy 2
06/06/2016	CC Team, Assistant Principal, Principal, School Community Administrator, Lead	Review and provide feedback on proposed action

Instructional Coach

steps, select dates for summer PD and meetings to begin implementation of Strategy 2

06/07/2016

Admin Team

Use summary of existing teacher knowledge and skill around Strategy 1, and create action steps in response to teacher needs to implement Strategy 1

06/09/2016

Admin Team

Use summary of existing teacher knowledge and skill around Strategy 1, and create action steps in response to teacher needs to implement Strategy 1

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

Strengths:

- Clear school mission and vision exist
- Shared leadership structures clearly in place (Admin team, ILT, Culture and Climate Team)

Areas for Growth:

- Directly tying our Mission and Vision to decision making and school-wide priorities in the decision making and implementation stages
- Create spaces and structures for ALL teachers to be able to articulate their voice, feel heard, and have a say in decision making

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

1 2 **3** 4

Strengths:

- Representative school body
- Clear meeting schedules and agendas: Aligned to what occurs in Grade-band Content Meetings
- Transparent processes that inform and engage stakeholders

Areas for Growth:

- Need for clear process for cycle of continuous improvement within the ILT that makes use of data, protocols, and seeks to identify root causes

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

Strengths:

- Clear data-driven cycles of professional learning that are differentiated across grade-bands and content areas.

Areas for Growth:

- Need to follow through on each piece of each learning cycle to ensure proper support, monitoring and evaluation of new learning.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

Strengths:

- School schedule is responsive to student needs and teacher strengths, and maximizes instructional time as well as teacher collaborative time
- Teachers strategically assigned to grade and content areas to ensure that all students at Burke have access to high-quality teachers
- Strong outreach efforts to engage community and strong community partnerships to bolster and enrich the work of the school

Areas for Growth:

- Need to systematize both hiring and retention process
- Ensure clear alignment between CIWP priorities and school mission
- Need to systematize ordering and purchasing procedures to reduce lapses between ordering and material receipt
- Need to align and monitor numerous community partnerships to ensure that each contributes to our achievement of our mission and goals

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

Strengths:

- Strong Common Core aligned reading and math curriculum (reading grades Pre-K-5, variable at 6-8th grades)
- Implementation of UbD (early)
- Academic and Social Emotional Learning integrated through Morning Meeting and Second Step

Areas for Growth:

- Develop clear scope and sequence in both reading and math Pre-K through 8 and monitor progress
- Provide increased opportunities for students to engage in "Big Ideas", critical thinking tasks and opportunities beyond the classroom that make clear real world application
- No consistent science or social studies curriculum

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&scid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Strengths:

- Strong, aligned and flexible reading and math curriculum that is coherent across grades
- Technology available for integration and differentiation, especially during small group and center work across all grades

Areas for Growth:

- Need for more materials to support science and social studies instruction
- Need for greater alignment of literacy materials in grades 6-8
- Need for materials to systematic math intervention

Guide for Instructional Materials

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

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- Equitably available and accessible to all teachers and students.
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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)

1 2 3 4

Strengths:

- K-5th grade literacy classrooms reflect key shifts in literacy
- Most classrooms reflect key shifts in math. Rigor is still an area for growth in many classrooms
- Most classrooms differentiate student tasks

Areas for Growth:

- Upper grades need to increase the depth of knowledge expectations of tasks
- Students need more opportunities to to construct mathematical reasoning and critique solutions
- Need to develop more systematic, regular and robust opportunities to analyze student work
- Students need more opportunities to create authentic work for real audiences that require them to engage in critique and revision

Guide for Rigorous Student Tasks

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

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Strengths:

- Back to School Jamboree supports students in transitioning into the school year following the summer
- School-wide support for students transitioning between Pre-K to K, K to 1st and 8th to High School

Areas for Growth:

- Need to develop clear and strong process to support students transitioning into the school mid-year
- Need to provide greater opportunities for awareness and exposure early to academic and professional worlds beyond the 12th grade
- Need to continue to offer equitable access to college preparatory curriculum (Algebra)

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.

- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Strengths:

- 3a is strong in most classrooms as a part of an initial focus lesson
- Teachers use a variety of levels of questioning
- Teachers plan using consistent lesson and unit formats

Areas for Growth:

- Scaffolding and differentiation of instruction needs to occur in the intermediate and upper grades with regularity
- All teachers need to regularly monitor the impact of their instruction and use formative assessment to plan future and modify current instruction, so as to persist in seeking approaches to reach all students

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Strengths:

- Problem solving process used systematically within teacher teams to plan necessary Tier 2 and 3 interventions
- Appropriate interventions determined and implemented for individual and groups of students
- Progress clearly monitored where progress monitoring system present (in K-2 and in the LLI intervention)

Areas for Growth:

- Regular and systematic progress monitoring for all students (Tier 1, 2 and 3) in grades 3-8
- Teacher use of available supports (Parent Mentor Program, Parent Workers, SECAs to support intervention implementation inside classrooms)
- Incorporate PLPs into regular discussion of interventions to ensure implementation

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

Strengths:

- School-wide grading expectations consistent across all grades
- Regular progress monitoring and use of data in K-2 to drive instruction

Areas for Growth:

- Progress monitoring tools that are consistent in grades 3-8
- Common assessment building within content/grade levels
- Use of protocols for evaluating all available assessment data (student work, formal and informal assessments)

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	✓ Grade distribution reports (course success rates)
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4.b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

Score

1 2 3 4

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.

Strengths:

- Consistent work on developing academic mindsets and behaviors
- Structures in place to recognize and encourage student achievement (Quarterly Awards Ceremonies, On Green Celebrations, Caught Doing Good, daily attendance celebrations)
- Regular positive reinforcement of student academic behavior is major focus
- Consistent messaging of school-wide expectations

Areas for Growth:

- Consistent establishment of individualized student learning goals
- Clearly displaying school-wide expectations for academic and personal success throughout the building
- Regular teacher academic feedback on the process and product so that students learn to self-regulate their own learning

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	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

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.

1 2 3 4

Strengths:

- Strong student to adult relationships with a large percentage of students participating in check-in, check-out
- Ratio of adult to student positive to negative interactions is at least 3:1
- Multiple opportunities for students and community to engage with one another to learn from one another

Areas for Growth:

- Teacher to teacher trust across grade bands
- Need to increase focus on making use of student leadership to foster greater peer-to-peer respect

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Strengths:

- Students have equitable access to a wide range of extracurricular and enrichment opportunities that build engagement with the school
- Peace Team and the option for MS students to select specials are new and small opportunities for students to exercise voice and leadership amongst peers

Areas for Growth:

- Formal opportunities for student voice and leadership: Student Council, student mentorship program
- Increased focus on civic engagement across all grade levels: Service Learning and curriculum-based projects

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults

Score

work to actively maintain a safe, orderly school environment.

1 2 **3** 4

Strengths:

- Clear expectations and procedures for school-wide transitions and common areas
- Culture and Climate Team to regularly evaluate and improve upon all aspects of safety and order
- Adults correct most misbehavior in ways that reinforce established expectations

Areas for Growth:

- Clarify criteria and reinforce criteria for office referrals versus classroom managed behavior

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	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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.

Score

1 2 **3** 4

Strengths:

- Culture and Climate Team meets twice per month to regularly organize and evaluate systems that support a restorative environment
- Emphasis and implementation on teaching expected positive behaviors both throughout the school and in conflict or misbehavior
- Restorative Justice Coach on site two days each week to continuously educate and model restorative, community building approaches for staff and students
- BHT in place

Areas for Growth:

- Supporting all adults in avoiding power struggles with students
- Continue to develop growth mindset amongst adults in favor of restorative approaches and away from punitive approaches

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	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

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

Strengths:

- Multiple opportunities for parents to engage in the instructional program (Parent Resource Room/CPC, Parent Mentor Program, strong PAC, Parent Workers and volunteers)
- Regular and multiple forms of parent communication (letters, phone calls-both personal and robocalls, Facebook, Edmodo, regular parent events)
- Regular home visits conducted with families in need of intensive support for any reason

Areas for Growth:

- Create more opportunities for parent input
- Provide more regular relevant workshops that engage parents and also support their growth and development

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"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	<ul style="list-style-type: none"> ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
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: Balanced Assessment & Grading	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Quality Teaching: Instruction	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Student Learning: Curriculum	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			

2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

8 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Burke moved the growth percentile in reading a tremendous amount (16 points) between 13-14 and 14-15. This growth slowed but continued into the 16-17 School Year. This growth can be attributed to the implementation of several Common Core-aligned curricular resources in grades K-8. Burke will strengthen the use of this curriculum in the 16-17 School Year through the implementation of common assessment cycles throughout grades-K-8. These assessments will be used to modify and differentiate instruction throughout the school year. The addition of more data-driven instructional decisions should, again, generate significant reading growth to the 70th percentile.	34.00	50.00	54.00	70.00
National School Growth Percentile - Math				
Burke moved the growth percentile in math an enormous amount (50 points) between 13-14 and 14-15. Much of the growth between these school years was due to the strong implementation of a new math curriculum in grades K-8. Previously no common Common Core-aligned curriculum existed. In the 2015-16 School year, Burke had several new math teachers join the staff. As they were learning students and the curriculum, the fidelity of implementation fell off in several grades leading to an overall decline in math growth in the 15-16 School Year. Given the decline this past school year, Burke will refocus on implementing the Eureka! math curriculum with fidelity, and make strategic use of the curriculum-based assessments to modify and differentiate instruction within the math block according to student needs. Additionally, Burke will hire a math interventionist to support and target students performing below the 24th percentile, both through small group pull out support, as well as through targeted implementation of Compass Learning Math. These combined initiatives should generate significant math growth to the 65th percentile.	10.00	60.00	50.20	65.00

% of Students Meeting/Exceeding National Ave Growth Norms

(Blank)	52.80	(Blank)	50.55	65.00
---------	-------	---------	-------	-------

African-American Growth Percentile - Reading

The growth percentile for Burke's African American students should reflect that of the entire student body. Therefore, we have articulated those goals to be the same.	38.00	50.00	58.00	70.00
--	-------	-------	-------	-------

Hispanic Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------

English Learner Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------

Diverse Learner Growth Percentile - Reading

Between the 14-15 and 15-16 School Years, Burke saw enormous growth amongst its diverse learners. This is largely due to the proper identification of students with disabilities and a growing diverse learner staff who is now able to adequately support our diverse learners.	(Blank)	80.00	70.00	70.00
--	---------	-------	-------	-------

African-American Growth Percentile - Math

The growth percentile for Burke's African American students should reflect that of the entire student body. Therefore, we have articulated those goals to be the same.	10.00	61.00	70.00	70.00
--	-------	-------	-------	-------

Hispanic Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------

English Learner Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------

Diverse Learner Growth Percentile - Math

Between the 14-15 and 15-16 School Years, Burke saw enormous growth amongst its diverse learners. This is largely due to the proper identification of students with disabilities and a growing diverse learner staff who is now able to adequately support our diverse learners.	(Blank)	99.00	70.00	70.00
--	---------	-------	-------	-------

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

(Blank)	3.00	7.00	(Blank)	(Blank)
---------	------	------	---------	---------

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

(Blank)	1.00	9.00	(Blank)	(Blank)
---------	------	------	---------	---------

National School Attainment Percentile - Reading (Grade 2)

(Blank)	1.00	47.00	23.90	40.00
---------	------	-------	-------	-------

National School Attainment Percentile - Math (Grade 2)

(Blank)	1.00	39.00	26.70	40.00
---------	------	-------	-------	-------

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------

Average Daily Attendance Rate

Burke has continued to make steady attendance progress over the past two school years. Our Culture and Climate Team has learned a tremendous amount about how best to support our families' attendance. I anticipate that this trend will continue and accelerate over the next two school years.

92.20	92.60	94.00	95.00
-------	-------	-------	-------

My Voice, My School 5 Essentials Survey

We reached "Well Organized" status this school year and I anticipate that we will maintain this status.

(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------

Custom metrics

5 of 5 complete

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

OSS per 100 (all students)

The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 7% annually.

24.21	5.71	5.31	4.94
-------	------	------	------

OSS per 100 (Diverse Learners only)

The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.

33.27	13.15	11.31	9.73
-------	-------	-------	------

Number of Group 4, 5, 6 Infractions

This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.

112.00	28.00	27.00	24.00
--------	-------	-------	-------

Use of Codes 3-6 and 4-9

This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary and no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is reduce this metric by at least 60% the first year and another 40% the second year.

41.00	4.00	2.00	1.00
-------	------	------	------

% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken

This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 70% over a 3-year period.

13.40

16.10

50.00

60.00

Strategies

Strategy 1

If we do...

Develop a scope and sequence of standards/skills in Reading, Math and "Non-fiction" in Pre-K through 8th Grade, adopt common formative curriculum-aligned/based assessments to monitor progress of scope and sequence and student mastery/needs of standards/skills, analyze formative assessment data in an ongoing cycle in each content area and grade level, and provide teacher PD on modifying and differentiating curriculum-based instruction according to student needs.

...then we see...

Unit plans that reflect the standards articulated in the scope and sequence, evidence of flexible student grouping and differentiated planning/instruction based on most recent assessment data, increased levels of student engagement in learning tasks and decreased misbehavior, increased data-based teacher collaboration and sharing of instructional strategies, increased use of data analysis and LASW protocols in ILT meetings and content-team meetings.

...which leads to...

Increase to "Strong" on Collaborative Teachers and Ambitious Instruction components of 5E

Increase in % of Teachers at proficient/distinguished on REACH Domain 1b, c, d and e, 3c and 4a

Increase in student mastery on formative assessments over the course of the school year to an average of 80%.

% increase in NWEA Rdg/Math Growth percentile

Tags:

Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Admin team, researches, reads and identifies, theory, frameworks and/or texts to use to teach ILT about scope and sequence, curriculum mapping, pacing and assessment

Admin Team

select

(Blank)

Not started

ILT members conduct inventory of current curriculum: Scope and sequence, curriculum maps, pacing guides and existing formative assessment: Report out in google doc generated by Ms. Simon (introduced to ILT on Monday 6/13 and completed by 6/21)

ILT

select

(Blank)

Behind

PD 1 - Distribute professional reading and make sense of to determine the impact of professional reading on SS/CM/Pacing Creation.

(Blank)

select

(Blank)

Behind

PD 2 - Create skeleton scope and sequence for teachers (i.e. - what do students need to know by the end of the year in each grade) collectively create skeleton SS

(Blank)

select

(Blank)

Behind

PD 2 - Create skeleton scope and sequence for teachers (i.e. - what do students need to know by the end of the year in each grade) collectively create skeleton SS

(Blank)

select

(Blank)

Behind

Each grade level is given supported work time to then map out the standards at each grade level (and correlating Learning Continuum Skills): Coaches (ARP- Lit and Math, Laverne, Simon, Hatter Biggs) available for 2 different 3-day windows to create scope, pacing guide and curriculum map for each grade level and content area (math teachers map out where mid and end of modules fit within pacing guide) ARP Coaches: ELA and Math are present for supported work time to create: Early August

(Blank)

select

(Blank)

Behind

Admin and coaches review created scope and sequence and curriculum maps and provide feedback/necessary modifications to grade levels by 8/18 ARP Coaches participate in SS, CM, Pacing guide review and provide feedback by 8/18

(Blank)

select

(Blank)

Behind

ILT members present out to content/grade band teams during a portion of Jamboree PD

(Blank)

select

(Blank)

Behind

Scope and sequence and pacing monitoring occurs at each unit submission ARP Coaches review unit plan submission and also check against submitted scope and sequences and pacing guides (roughly 5 week cycles)

(Blank)

select

(Blank)

Behind

Conduct inventory of what assessment systems are in use and available in each grade level/content area: Report out in google doc generated by Ms. Simon (introduced to ILT on Monday 6/13 and completed by 6/21)

(Blank)

select

(Blank)

Behind

Decide what assessment tools to use in each grade band to inform ELA instruction (CAFE, Compass, BAS, TRC/Dibels what, when, how?): Admin decides and invites teachers in to meet the week of 7/18	(Blank)	select	(Blank)	Behind
Compass Learning PD around how to create skill-based assessments and creation (Second week in August: supported by Compass Learning Rep)	(Blank)	select	(Blank)	Behind
Create ELA Compass assessments at each grade level 2-8 that correlate to SS (determine how frequently we want to administer)--submit first semesters Compass assessments when submit SS, etc.	(Blank)	select	(Blank)	Behind
(Blank)	(Blank)	select	(Blank)	Behind

Strategy 2

If we do...

...then we see...

...which leads to...

Establish and espouse individual and school-wide learning goals for both students and adults, and regularly check in on and celebrate progress towards those goals, provide ongoing Growth Mindset PD for all staff, implement Chill Zones with fidelity ("understanding the why"), protect every moment of teaching and learning time (minimize disruptions), and use Morning Meeting intentionally to develop a growth mindset amongst students and link positive school/classroom culture to academic behaviors.	More staff and students on time and present each day. Increase in number of students attending Morning Meeting each day. Fewer disruptions to teaching and learning time, increased number of students persevering inside classrooms using self-regulatory strategies despite conflict or misbehavior. More authentic student grades. Teachers using every instructional minute.	Increased attendance to 95% Decreased Tardy rate by 20% Decreased misconducts by 20% Decreased suspensions by 50% Improvement to "Strong" in Supportive Environment on 5E Improvement to "Strong" Ambitious Instruction Increase in % of Ts at P/D in REACH 2b School growth in positive classroom culture as evidenced by % increase in NWEA Rdg/Math Growth percentile
---	--	---

Tags:

Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting

Area(s) of focus:

4

Action step	Responsible	Timeframe	Evidence for status	Status
Admin peruse Growth Mindset book to determine key chapters to that staff will read.	Admin team	Jul 1, 2016 to Aug 1, 2016	Admin Meeting held and chapters relayed to staff	Completed

Climate and Culture

Give books to teachers with directions and dates/locations for summer book-club	Admin team	Jun 21, 2016 to Jun 21, 2016	Sign in sheet	Completed
---	------------	------------------------------	---------------	-----------

Plan and host 2-3 book clubs with pre-identified protocols and outcomes (July 13, July 28 and Aug 3)	Principal and AP	Jun 27, 2016 to Aug 1, 2016	Sign in sheets from Book Clubs	Completed
Identify GM "look fors" to regularly revisit through year (meetings)	Culture and Climate team	Aug 17, 2016 to Aug 17, 2016	Meeting agenda and notes with creation of PD agenda	Completed
CC team leads will design and facilitate BOY PD -- summary of summer work, intro to look fors and implementation for the year	Culture and Climate team	Aug 25, 2016 to Aug 25, 2016	Creation of PD agenda and notes	Completed
Culture and Climate Teacher Leads will teach Teacher's role in MM to ensure student preparedness.	Culture and Climate Team	Aug 24, 2016 to Aug 26, 2016	Identification of Teacher Leads	Completed
Creation of incentive/social committee to identify incentives for early Morning Meeting (MM) Teacher Attendance (to meet monthly)	Admin	Sep 6, 2016 to Sep 6, 2016	(Blank)	Behind
Quarterly monitor MM and reteach as necessary in Grade Band CC mtg and/or in whole school reset	Culture and Climate Team/ Admin	Aug 24, 2016 to Jan 12, 2017	(Blank)	On-Track
Identification of Staff Lead to ensure MM implementation with fidelity	Admin	Sep 6, 2016 to Sep 6, 2016	Staff Lead selected	Completed
Order all chill zone materials from teacher requests and admin look fors	Admin/Teachers	Aug 1, 2016 to Aug 1, 2016	Materials ordered and classrooms setup	Completed
Chill zone PD provided by classroom teacher	Teacher	Aug 25, 2016 to Aug 25, 2016	Culture and Climate Agenda	Completed
Establishment of our monthly themes for Focus of the Month to promote and develop growth mindset in our students an staff	Culture and Climate Team	Sep 6, 2016 to Jun 21, 2017	Focus of the month/Caught doing Good / Second Step Curriculum implementation	On-Track

CC team leads will design and facilitate MOY PD -- culture reset including expectation stations and alignment of Self Assessment survey outcomes

Culture and Climate team

Jan 10, 2017 to Jan 12, 2017

PD Agendas and sign in sheets

Completed

Strategy 3

If we do...

If we establish a student council and a formal student mentoring program, and increase service learning projects and curriculum-based projects at all grades

...then we see...

Student input into school-wide decision making, student representation on Culture and Climate Team and Incentives Committee, increased numbers of students meeting school-wide expectations, more restorative conversations will be student-led, increased student participation in community events, increased numbers of community members visiting the school, less trash in the neighborhood and surrounding the school.

...which leads to...

Increase to "strong" on student responses of Supportive Environment on 5E.
 Increase in attendance to 95%
 Decreased misconducts by 20%
 Decreased suspensions by 50%
 Increased participation in Extracurricular offerings
 School growth in positive classroom culture as evidenced by % increase in NWEA Rdg/Math Growth percentile

Tags:

Area(s) of focus:

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

(Blank)

(Blank)

select

(Blank)

Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Admin team, researches, reads and identifies, theory, frameworks and/or texts to use to teach ILT about scope and sequence, curriculum mapping, pacing and assessment Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis	Admin Team			Not started
+ ILT members conduct inventory of current curriculum: Scope and sequence, curriculum maps, pacing guides and existing formative assessment: Report out in google doc generated by Ms. Simon (introduced to ILT on Monday 6/13 and completed by 6/21) Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis	ILT			Behind
+ PD 1 - Distribute professional reading and make sense of to determine the impact of professional reading on SS/CM/Pacing Creation. Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis				Behind
+ PD 2 - Create skeleton scope and sequence for teachers (i.e. - what do students need to know by the end of the year in each grade) collectively create skeleton SS Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis				Behind
+ PD 2 - Create skeleton scope and sequence for teachers (i.e. - what do students need to know by the end of the year in each grade) collectively create skeleton SS Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis				Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ Each grade level is given supported work time to then map out the standards at each grade level (and correlating Learning Continuum Skills): Coaches (ARP-Lit and Math, Laverne, Simon, Hatter Biggs) available for 2 different 3-day windows to create scope, pacing guide and curriculum map for each grade level and content area (math teachers map out where mid and end of modules fit within pacing guide) ARP Coaches: ELA and Math are present for supported work time to create: Early August Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis</p>				Behind
<p>✦ Admin and coaches review created scope and sequence and curriculum maps and provide feedback/necessary modifications to grade levels by 8/18 ARP Coaches participate in SS, CM, Pacing guide review and provide feedback by 8/18 Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis</p>				Behind
<p>✦ ILT members present out to content/grade band teams during a portion of Jamboree PD Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis</p>				Behind
<p>✦ Scope and sequence and pacing monitoring occurs at each unit submission ARP Coaches review unit plan submission and also check against submitted scope and sequences and pacing guides (roughly 5 week cycles) Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis</p>				Behind
<p>✦ Conduct inventory of what assessment systems are in use and available in each grade level/content area: Report out in google doc generated by Ms. Simon (introduced to ILT on Monday 6/13 and completed by 6/21) Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis</p>				Behind
<p>✦ Decide what assessment tools to use in each grade band to inform ELA instruction (CAFE, Compass, BAS, TRC/Dibels what, when, how?): Admin decides and invites teachers in to meet the week of 7/18 Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis</p>				Behind
<p>✦ Compass Learning PD around how to create skill-based assessments and creation (Second week in August: supported by Compass Learning Rep) Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis</p>				Behind
<p>✦ Create ELA Compass assessments at each grade level 2-8 that correlate to SS (determine how frequently we want to administer)--submit first semesters Compass assessments when submit SS, etc. Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis</p>				Behind
<p>✦ Tags: Assessment, Data Use, Cycles of learning, Data driven instruction, Data analysis</p>				Behind
<p>✦ Admin peruse Growth Mindset book to determine key chapters to that staff will read. Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting, Climate and Culture</p>	Admin team	Jul 1, 2016	Aug 1, 2016	Completed
<p>✦ Give books to teachers with directions and dates/locations for summer book-club Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Admin team	Jun 21, 2016	Jun 21, 2016	Completed
<p>✦ Plan and host 2-3 book clubs with pre-identified protocols and outcomes (July 13, July 28 and Aug 3) Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Principal and AP	Jun 27, 2016	Aug 1, 2016	Completed
<p>✦ Identify GM "look fors" to regularly revisit through year (meetings) Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Culture and Climate team	Aug 17, 2016	Aug 17, 2016	Completed
<p>✦ CC team leads will design and facilitate BOY PD -- summary of summer work, intro to look fors and implementation for the year Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Culture and Climate team	Aug 25, 2016	Aug 25, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ Culture and Climate Teacher Leads will teach Teacher's role in MM to ensure student preparedness. Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Culture and Climate Team	Aug 24, 2016	Aug 26, 2016	Completed
<p>✦ Creation of incentive/social committee to identify incentives for early Morning Meeting (MM) Teacher Attendance (to meet monthly) Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Admin	Sep 6, 2016	Sep 6, 2016	Behind
<p>✦ Quarterly monitor MM and reteach as necessary in Grade Band CC mtg and/or in whole school reset Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Culture and Climate Team/ Admin	Aug 24, 2016	Jan 12, 2017	On-Track
<p>✦ Identification of Staff Lead to ensure MM implementation with fidelity Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Admin	Sep 6, 2016	Sep 6, 2016	Completed
<p>✦ Order all chill zone materials from teacher requests and admin look fors Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Admin/Teachers	Aug 1, 2016	Aug 1, 2016	Completed
<p>✦ Chill zone PD provided by classroom teacher Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Teacher	Aug 25, 2016	Aug 25, 2016	Completed
<p>✦ Establishment of our monthly themes for Focus of the Month to promote and develop growth mindset in our students an staff Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Culture and Climate Team	Sep 6, 2016	Jun 21, 2017	On-Track
<p>✦ CC team leads will design and facilitate MOY PD -- culture reset including expectation stations and alignment of Self Assessment survey outcomes Tags: Climate and Culture, Classroom rigor, Academic expectations, Goalsetting, Growth mindset, Behavior supports, Chill zone, Morning meeting</p>	Culture and Climate team	Jan 10, 2017	Jan 12, 2017	Completed
✦				Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The school will provide a monthly newsletter, frequent out-going calls (Blackboard), flyers, teacher-created letters and memos and scheduled conferences for parents via the school and CPS.

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

The Title 1 Annual and Organizational Meeting, will both be held on Sept. 29, 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.

Letters will be mailed home to parents.

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.

PAC and LSC meetings will be held monthly on the last Thursday of each month

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

Parents will receive this information during the first quarter Parent Teacher Conference

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.

Letters will be mailed home 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.

Parents will gain knowledge of these areas through the monthly LSC and/or PAC meetings through parent workshops held at the school.

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.

Burke will provide access for parents to our parent room, where parents have access to our Parent Resource Teacher, weekly parent workshops and technology.

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.

Burke will require all teachers to make regular phone calls to parents including "good news" phone calls. Burke will also have a system of home visiting for parents who may be more difficult to engage. Teachers will be required to record all calls in student logger.

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.

Burke's Parent Resource Teacher via the parent resource room will encourage parents to attend workshops and ultimately participate in their child's classroom whenever possible.

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.

The school will communicate regularly through newsletters and other written forms of communication, as well as through the Blackboard system.

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.)

Burke Elementary School is a Community School built on the principles of collaboration, literacy and transformation. Our mission is to provide a quality individualized academic program that meets the needs of all students, to create academically successful students, responsible citizens, and lifelong learners. This will occur in a safe, nurturing environment of trust and mutual respect where creativity, cultural diversity, and academic excellence are fostered across the curriculum.

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 will be on Wed., Nov. 9, 2016 and Wed., April 19, 2017. Parents will be able to speak with teachers and staff and obtain information regarding their child(ren)'s academic and behavioral progress.

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

Parents will receive progress and/or report cards every five weeks.

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

Burke school staff is available daily before and after school and during their scheduled preparation period, by appointment.

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.

Burke promotes the engagement of parents through regular volunteering by disseminating volunteer packets and enabling parents to complete the necessary steps.

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

Through consistent two-way communication with teachers, parents will be able to assist students with homework.

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

Regularly parents are requested to participate in meetings to discuss their child(ren)' education. - i.e. IEP, parent conferences

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 work with teachers to ensure they are developing goals, both academic and personal (attendance, attitude, expectations).

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.

Our goal is to create of community of parents who are well-rounded, involved parents within our school and our community. It is our hope to provided specified trainings and collaborative experiences to ensure that parent needs are being met and they are able to meet the needs of their children.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
53510	Postage Must be used for parent involvement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00

55005

Furniture and Equipment

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

\$	Amount	.00
----	--------	-----