John C Burroughs Elementary School (/school-plans/53) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Donald Morris	Principal	drmorris@cps.edu	Has access
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Team meetings

Date	Participants	Topic
01/08/2016	Michele Sanborn	Nework meeting re new CIWP
01/14/2016	Donald Morris, Michele Sanborn	Review of SEF
01/26/2016	Donald Morris, Michele Sanborn	Planning for SEF review with team
02/05/2016	Burroughs staff	SEF input
02/11/2016	Admin	Priorities set
02/22/2016	CIWP team	Review priorities, set goals
03/08/2016	Admin and Jennifer Radosevich	Refine goals
03/09/2016	Michele Sanborn, Jennifer Radosevich, Maribel Herrera, Patricia Keating	Continued work on refining goals based on additional input

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Teacher leadership throughout building such as ILT, N8TL committees.
Offering PD on school priorities and goals
Creation of powerful practice strategies (PGW, DoK)
Unit planning and revisions done quarterly and shared with parents
Using data (both formative and summative) to guide instruction aligned with common core.
Reviewing lesson plans and units
Peer reviews.
School improvement goals are high-leverage activities

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ 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:

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.

Provide teacher feedback on implementation of powerful practice strategies
Constant feedback during weekly meetings, where equity of voice are actively engaged and asking questions
ILT meets bi-monthly as a group
Focus on student learning and student use
Use of peer observations and surveys to monitor implementation
Gather and use current and relevant student data
Focus on sphere of control
ILT is represented by different grade levels and subjects

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	✓ 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

Weekly common prep and meeting time to allow for collaboration
Elicit feedback from staff to inform
Peer observation
Allow equity of voice giving each staff member equal time to present ideas
Sharing of safe practice videos
Agenda for PDs
Need for differentiated PDs
Lack of time makes this difficult

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	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
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	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

Offering of after-school enrichment and remedial programs
Teachers finding alternative sources of funding i.e., Donors Choose, outside grants
Highly-qualified in appropriate grade level or subject
Effective use of parent mentor program
Partnership with BPNC and Big Brothers, Big Sisters
Offer evening program for communities and families
Instructional block time aligned to CPS mandates
PPC takes teacher concerns under advisement
Opportunities for teacher leadership roles in the building
High retention rates

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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

Curriculum:

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

> Teachers engage in instructional planning horizontally and vertically. During collaborative meetings teachers create comprehensive unit plans with assessments. School data is utilized to drive instruction and create curriculum units. Efforts are being initiated to improve differentiation in order to meet the needs of all learners.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
    - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
        - Use English and native language development in addition to content standards to differentiate for English learners.
        - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), 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	✓ 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

> Students have access to Chromebooks, tablets, laptops and/or desktops in the classroom. The library now houses a dedicated computer lab in the library. The middle school writing classroom has a class set of desktops in order to support blended learning. There remains a need for bilingual texts especially in the primary grades. The fourth grade classrooms still lack a FOSS kit to support the science curriculum. On a positive note, teachers are resourceful in locating rigorous materials to supplement their curriculum. Instructional materials are varied in order to meet the common core standards, The curriculum is standards driven and not led by the standards and objectives contained in published instructional materials.

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Last year, teachers began the process of ensuring that rigor is an essential component of the curriculum through the lens of DOK. The ILT implemented an ongoing peer observation project in which classroom teachers conduct video recordings for the purpose of peer observation through safe practice. After a year of focusing on the powerful practices of DOK & PGW, the ILT led school-wide observations in order to assess the level of rigor evident in daily instruction. The ILT also supported teachers in analyzing the observational findings as well as student tasks and work. There has been a shift to focus on text complexity and nonfiction texts across disciplines.

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

Transitions, College & Career Access & Persistence:

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)

> In order to increase awareness of higher education opportunities students researched the universities that staff members attended and created and hung banners outside classrooms. Eighth graders annually take part in a university tour. The SEL teacher provides opportunities for high school investigations. Eighth graders are provided with 8th grade Algebra. Through the SEL program, students are exposed to a range of career paths and educational requirements. The school is increasing its focus on disseminating information on academic supports and opportunities available to students.

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	✓ 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	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

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

Units reflect a variety of learning styles
implementation of PGW as a powerful practice
Provide equal opportunity for individual discussion input
PGW, Math talks, socratic discussion, citing textual evidence, applying new and prior knowledge to current units of study, cross-curricular
Data-driven instruction, monitored and continuously adjusted to meet the individual growth pace of students.
Differentiated instruction and materials that enable students to attain a reasonable, yet challenging goal.
ILT meetings help define instructional best practices and support their implementation. Teacher peers review student products and assess for grade-level understanding. Peer evaluation of teacher intended objective, learning standard alignment, and overall effectiveness.
ELLs are provided with tools that enable them to participate effectively in all classroom activities. Support staff, such as classroom aides, student-teachers, and/or parent mentors, all assist with accommodations.
Both, special education students and ELLs are instructed at their individual levels and are grouped with similar performing students, rather than using their student category as a sole indicator. Students are shifted among regular, special and bilingual teachers accordingly, to further student academic growth.
Middle school students are provided with Literacy online binders. Online binders are a great resource for students struggling with organizational skills; allow for self-assessment of academic growth.
Some teachers provide students with differentiated instruction through "learning centers." This gives the teacher the opportunity to attempt to meet individual student needs through varied activity, engage them in collaborative groups of 5-6 students in more of a risk-free, less intimidating learning environment. Allows for more skill-specific practice, and the opportunity to dive deeper with one-on-one conferencing on multi-genre literacy with teachers. Physical and mental movement between activity centers also reinforces student self-directedness and accountability when complete individual tasks.
Some teachers allow student Individual choice when selecting from a teacher-approved activity binders

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP 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:

Score

1 **2** 3 4

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.

Well-established process is in place for review every 5 weeks of all students and most specifically, those receiving Tier 2 and Tier 3 supports. Resources, time, and personnel to meet the needs of Tier 2 and 3 students are limited. Attendance in Prek-2 is lower than the rest of the school and drops below 95% in cold months. Progress monitoring not consistently done. Difficulty getting to root cause of poor grades from students who are "capable" based on assessments such as NWEA. Parental support in implementation of designed interventions is spotty. Percentage of students at attainment is higher than percentage making target growth. Teachers are growing in truly collaborating on how to meet the needs of various students. Redesign of the SpEd program is resulting improved target growth amongst those students. After school remedial support is available in Reading and Math for students in grades 3-8. Establishment of a school-wide SEL program (Second Step)

Continuous monitoring of student progress through formal and informal assessment. Ongoing teacher collaborative meetings review student data, define student areas of need and develop adequate action plans.

Student response to interventions are evaluated for effectiveness every 5-6 weeks, and are adjusted as needed. Remedial and enrichment after-school classes are offered for ALL students, whereas the struggling receive the extra needed support, and the advanced receive the challenge that satisfies their inquisitive minds, but unattainable to the rest in the whole-group setting.

Social emotional learning program enhances student character-building, provides a sense of acceptance, safety and comfort level that every learning community requires.

Positive pressure that promotes self-accountability is an important part of our everyday school culture. This is applies among both, teachers and students, and that close collaboration is a vital piece that leads to a more conducive learning environment.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.

- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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	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

> Administration and ILT regularly leads and supports analysis of data from district-wide assessments. Variation in the type and use of formative assessments to guide instruction. Variation in the understanding and use of district assessments. Regular, consistent analysis of daily/weekly student work to truly guide instruction is inconsistent. Diagnostic assessment to identify specific needs of Tier 2 and Tier 3 students is weak. Other than IDEL for K-2, there are no Spanish language assessments used school-wide. All teachers have access to and support in analyzing school-wide, teacher team, and classroom assessment date. School has greatly improved on working together in grade-level and department teams to build common units and assessments. There is a clear school-wide grading policy in place that helps ensure grades represent student progress towards mastery of the standards and not predominantly behavior or work ethic. Teachers in grade-level team should more frequently use common protocols and calibrate on scoring and grading. Grading system is clearly and regularly communicated to parents. Case manager regularly reviews SpEd grades and communicates with GenEd teacher to ensure eIEP is being followed but often finds the accommodations/modifications are being ignored.

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

Culture for Learning:

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

Score

1 2 3 **4**

The school culture is established on the first day with an all-school assembly where our principal sets high standards for all mindsets, academic behaviors, work ethic, and a tone of continuous improvement and excellence. Grade level meeting designed vertically and horizontally each week to discuss best practices of students, rigor of education, data analysis to improve best practices, and time to collaborate with peers in a constructive way. School Spirit week highlights the academic and athletic success for our students. School provides different demonstrations like Power of One and different speakers to help create and foster a productive learning environment. Teachers meet every 5 weeks to discuss the needs of certain individuals to change or maintain interventions for students. A third Report Card Parent Conference Day is added for second quarter to maintain our teacher-home-student connection during an evening in February.

Our SEL (Social Emotional Learning) program, which features the Second Step program, for grades K-8 is well established and cohesive and led by our School Counselor.

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:

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

Score

1   2   **3**   4

Relational trust is based on our school's values of consistently respecting all stakeholders in our school community. Students trust that they will be treated with dignity and concern, so they can feel at home without fear. Therefore, students can fully engage in academics with a sense of confidence. Students expect high levels of civility and feel comfortable questioning any exceptions. Students know that their individual opinions and feelings matter and that adults are ready to address and resolve issues as they occur. Positive behavior among students is regularly appreciated with positive reinforcement, such as adult praise, classroom incentives, and school-wide honors and recognition. As a Pre-K to 8th grade school, older students serve as mentors to younger students, such as reading buddies, community service hour assistants, and community outreach as a neighborhood school with an adjoining park and playground .

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:

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

Score

1   2   **3**   4

The school offers a wide arrange of extracurricular activities in conjunction with Brighton Park Neighborhood Council. These activities include academic services like the after school programs for reading and math throughout all grades, students are offered a period of time after to school to work with a teacher to complete homework in the library. The school also provides different clubs such as Scientist for Tomorrow and the Robotics Club, where the students design and build different robotics to compete against other schools. The school provides the students with athletic opportunities for the students through the following sports for 5-8 graders: basketball, soccer, track, cross country, and softball. Their successes within the sports areas has a definite carryover effect within the student population and with parents. The school also offers a karate class for grades 3-6. Students are actively involved with the education process, as the teachers allow them to complete various independent or interest based projects. Different grade levels have worked together to complete projects and/or discuss issues to listen to their point of views. Students, who have previously graduated from Burroughs, are constantly coming back to speak to the different classes about struggles of high school life, help with coaching a sport, or just being part of the culture of Burroughs. This interaction fosters a sense of pride and culture within our students. Through the supervision of the teachers, students are involved in a recycle project, school victory garden, and composting project.

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

Safety & Order:

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

Score

1   2   **3**   4

Bell rings after every period to enable smooth transitions
supervision during recess at all times by administrative personnel
fire drill implemented throughout the school year
two staff devoted to the security of school and students.
street block downs before and after school starts
SEL classes which allows students to have open discussions on important topics such as bullying.
Hall monitoring by administrative personnel and teachers during the switching of classes throughout the day and afterschool
Parent Patrol is outside at beginning and end of day to help with safety of students
coming into and leaving the building.
Social workers who engage in restorative and preventive practices with students

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

The middle school developed a demerit system for the students, which is based on the Chicago School Code of Conduct. This demerit system has emphasized a proactive approach to help students maintain and establish better study habits.

Administration only utilizes out of school suspensions for students on issues where the C.P.D. has to be called.

Teachers and administration work together in support and conjunction with each other to help the students get over and through a problem instead of lingering and fostering a problem. The teachers and administration work well to discuss the different issues that may be leading to a problem. then they move on how to remedy the problem, which will help alleviate the problems for students.

The school has a counselor that provides one on one services and group services with students to discuss problems or issues. This allows the students a voice opinions and frustrations.

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) ✓ 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

All parent groups (BAC, NCLB, PAC, Safety Patrol. Parent Mentors) all meet together every other Friday and discuss various ways to help the school to improve. Guest speakers present parenting strategies and many other topics.

The parent mentor program has twelve parents working in twelve different classrooms where parents work with small groups of students under the direction of the classroom teacher.

All fundraising activities are implemented by parents.

Many of our parents participate in adult classes in the evening (ESL and GED), taught by certified teachers from the city colleges.

Through the school's partnership with the Brighton Park Neighborhood Council, the school is able to assist parents with any social problems (e.g., domestic violence, poverty issues, immigration issues, etc) by employing a non-cps case manager who is available to parents both during the regular school day and in the evenings to accommodate the various work schedules of our parents. The school also helps parents with such things as filing income tax returns, securing legal assistance, etc. Burroughs is truly a full service community school.

The community school program is administered by parents. With the building open with programming until 8:00 p.m., parents are able to form strong relationships with one another and feel that they are able to rely and depend on each other.

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘

| 3 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | ⊘ |

| 4 | Expectations for Quality & Character of School Life: Culture for Learning | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our curriculum and instructional practices based on an analysis of test data, student work, and teaching practices.	93.00	86.00	89.00	92.00
National School Growth Percentile - Math				
Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our curriculum and instructional practices based on an analysis of test data, student work, and teaching practices.	87.00	55.00	60.00	64.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our curriculum and instructional practices based on an analysis of test data, student work, and teaching practices.	63.20	*(Blank)*	89.00	92.00
African-American Growth Percentile - Reading				
Our African-American category does not contain enough students to warrant separate reporting, however our goal is to have this category do as well as other categories.	*(Blank)*	*(Blank)*	70.00	73.00
Hispanic Growth Percentile - Reading				
Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our curriculum and instructional practices, with an increased focus on EL students.	92.00	82.00	85.00	87.00
English Learner Growth Percentile - Reading				
We have no English Learners testing other than our Hispanic students so our target matches the Hispanic Growth Percentile.	*(Blank)*	*(Blank)*	85.00	87.00
Diverse Learner Growth Percentile - Reading				
Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our Special Education program based on an analysis of how we have been supporting our Diverse Learners.	*(Blank)*	13.00	22.00	30.00
African-American Growth Percentile - Math				
Our African-American category does not contain enough students to warrant separate reporting, however our goal is to have this category do as well as other categories.	*(Blank)*	*(Blank)*	60.00	64.00
Hispanic Growth Percentile - Math				
Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our curriculum and instructional practices, with an increased focus on EL students.	89.00	50.00	55.00	60.00

English Learner Growth Percentile - Math

We have no English Learners testing other than our Hispanic students so our target matches the Hispanic Growth Percentile.	(Blank)	(Blank)	55.00	60.00

Diverse Learner Growth Percentile - Math

Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our Special Education program based on an analysis of how we have been supporting our Diverse Learners.	(Blank)	1.00	11.00	20.00

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

Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our curriculum and instructional practices based on an analysis of test data, student work, and teaching practices.	83.00	83.00	86.00	88.00

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

Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our curriculum and instructional practices based on an analysis of test data, student work, and teaching practices.	96.00	94.00	95.00	96.00

National School Attainment Percentile - Reading (Grade 2)

Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our curriculum and instructional practices based on an analysis of test data, student work, and teaching practices.	81.00	74.00	77.00	80.00

National School Attainment Percentile - Math (Grade 2)

Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our curriculum and instructional practices based on an analysis of test data, student work, and teaching practices.	87.00	95.00	96.00	97.00

% of Students Making Sufficient Annual Progress on ACCESS

Our goal is based on moving approximately 10% of those who did not make target growth. We have made adjustments to our curriculum and instructional practices, with an increased focus on EL students. Teachers have receivd additional training on the WIDA standards.	50.00	50.00	55.00	60.00

Average Daily Attendance Rate

Our average daily attendance is usually a bit above 95%, with the lowest average being in PreK-Grade 1. We have met with students and parents to stress the importance of daily attendance in school and have seen a slight improvement overall.	95.80	96.10	96.00	96.50

My Voice, My School 5 Essentials Survey

Our goal is to have all categories be "strong" or very "strong." To reach this goal, we are putting an increased emphasis on the category of "Supportive Environment" which includes the subcategories of Peer Support for Academic Work, Academic Personalism, Safety, and Student-Teacher Trust.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

	If we do...	...then we see...	...which leads to...

If we do...

If we thoughtfully and thoroughly design and provide a professional learning plan which addresses the identified needs of our teachers and allows for adequate time to learn, discuss, engage in safe practice, and implement,

...then we see...

then we will see increased buy-in, understanding, and implementation of Best Practices involving quality differentiation, increased rigor, and accountable talk by our teachers,

...which leads to...

which will lead to improved student progress in both meeting/exceeding target growth and reaching/surpassing attainment.

Tags:
MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning

Area(s) of focus:
1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Design a survey which will gather staff input on how they rate their knowledge and implementation of existing practices and what they see as being needed in order to advance.	ILT and Admin	May 2, 2016 to May 6, 2016	*(Blank)*	Not started

Professional Learning

| Administer survey to all staff to assess current PD needs | ILT and Admin | May 9, 2016 to May 20, 2016 | *(Blank)* | Not started |

Professional Learning

| Compile and analyze data from survey | ILT and Admin | May 23, 2016 to Jun 3, 2016 | *(Blank)* | Not started |

Data Use

| Meet regularly with the ILT, N8TLs, DL teachers, and ELPT to design SY17 professional learning plan. | Admin | Jun 6, 2016 to Jul 29, 2016 | *(Blank)* | Not started |

Core Instruction, Diverse Learners, English Learners, Cycles of professional learning

| Finalize SY17 professional learning plan which includes weekly PD at principal directed meetings (required), monthly Saturday morning PD (optional), and quarterly departmental PD (required). | Admin | Aug 1, 2016 to Aug 5, 2016 | *(Blank)* | Not started |

Cycles of professional learning

| Retain presenters for the quarterly PD days. Presenters may be a combination of in-house and outside presenters. | Admin, ILT | Aug 8, 2016 to Aug 26, 2016 | *(Blank)* | Not started |

Cycles of professional learning, Aligned resources

| Meet to plan and design PD for days before start of school and quarter one | Admin, ILT, N8TLs, DL Team, ELPT | Aug 8, 2016 to Aug 26, 2016 | *(Blank)* | Not started |

Professional Learning, Cycles of professional learning,

Professional development

Meet to plan and design PD for Quarter 2	Admin, ILT, N8TLs, DL Team, ELPT	Sep 26, 2016 to Oct 28, 2016	(Blank)	Not started

Professional Learning, Cycles of professional learning, Professional development

Meet to plan and design PD for Quarter 3	Admin, ILT, N8TLs, DL Team, ELPT	Oct 31, 2016 to Nov 30, 2016	(Blank)	Not started

Professional Learning, Cycles of professional learning, Professional development

Meet to plan and design PD for Quarter 4	Admin, ILT, N8TLs, DL Team, ELPT	Jan 9, 2017 to Feb 3, 2017	(Blank)	Not started

Professional Learning, Cycles of professional learning, Professional development

Admin and ILT members will individually observe and meet with their assigned teachers on a monthly basis to gather additional data and insight on the implementation of powerful practices and what continuing supports are needed.	Admin, ILT	Sep 6, 2016 to May 26, 2017	(Blank)	Not started

Professional development

Weekly grade level/departmental meetings led by ILT, N8TLs, BLTs, DL team, and admin to provide continuing PD and support in the implementation of schoolwide initiatives	Admin, ILT, N8TLs, DL Team, ELPT	Sep 5, 2016 to May 30, 2017	(Blank)	Not started

Professional Learning, Cycles of professional learning, Professional development

Bi-weekly ILT meetings	ILT	Sep 7, 2016 to May 17, 2017	(Blank)	Not started

Cycles of professional learning, Instructional practices, Data

ILT will lead a Cycle of Continuous improvement which allows for adequate time to learn, discuss, engage in safe practice, implement, and evaluate effectiveness.	ILT, Admin	Sep 6, 2016 to Apr 28, 2017	(Blank)	Not started

ILT, Cycles of professional learning, Instructional practices

Strategy 2

If we do...	...then we see...	...which leads to...
If we engage in continuous root cause analysis	then we will see improvement in the quality and	which will lead to more individualized and

of lack of student growth, incorporating a variety of data sources such as attendance, off-track data, student work, progress monitoring, and formative and summative assessments, and expand our understanding of the WIDA standards and a student's eIEP

consistency of targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs

targeted instruction resulting in increased student performance, improved attendance and a reduction in behavioral incidents.

Tags:
MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual

Area(s) of focus:
1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create a data analysis team which will meet regularly to compile and organize key data in the areas of attendance, off-track data, and assessments for use by other school teams.	Admin	May 16, 2016 to Jun 3, 2016	*(Blank)*	Not started
Assessment, Attendance, Behavior and Safety, Data Use, Data, Grading				
Data team meets to compile and organize key end-of-school-year 2016 data.	Data Team	Jun 6, 2016 to Jun 23, 2016	*(Blank)*	Not started
Assessment, Attendance, Behavior and Safety, Data Use, Data, Grading				
Data team meets monthly	Data team	Sep 5, 2016 to Jun 22, 2017	*(Blank)*	Not started
Assessment, Attendance, Behavior and Safety, Data Use, Data, Grading				
ILT team meets to engage in preliminary root cause analysis using EOY data (data compiled by team, off-track data, NWEA, MTSS data, etc)	Admin, ILT	Jun 27, 2016 to Jun 30, 2016	*(Blank)*	Not started
College Access and Persistence, Data Use, Data, Academic gain				
ILT leads DL team, MTSS team, and department teams in root cause analysis of student growth	Admin, ILT	Aug 31, 2016 to Sep 2, 2016	*(Blank)*	Not started
MTSS, Literacy/Reading, Math, Diverse Learners, ILT				
MTSS team meets monthly to analyze data and make adjustments to intervention strategies as needed.	MTSS Team	Oct 3, 2016 to Jun 5, 2017	*(Blank)*	Not started
MTSS, Interventions				
Meet with Burroughs-Brighton Park Neighborhood Council Community School steering committee to review SY16 EOY data.	Admin, Resource Coordinator	Jun 27, 2016 to Jun 28, 2016	*(Blank)*	Not started

SEL, Community schools, Academic gain, Aligned resources

Meet with resource coordinator of Burroughs-Brighton Park Neighborhood Council Community School to plan SY17 programming that will support student growth, mental health services, and improve attendance	Admin, Resource Coordinator	Jul 25, 2016 to Jul 29, 2016	(Blank)	Not started

SEL, Community schools, Academic gain, Aligned resources

Meet weekly with Burroughs-BPNC Community School resource coordinator to oversee on-going programming and plan for events.	Admin, Resource Coordinator	Sep 9, 2016 to Jun 2, 2017	(Blank)	Not started

SEL, Community schools, Academic gain, Aligned resources

Teachers will designate weekly RtI periods for Reading and Math.	Teachers	Aug 31, 2016 to Jun 16, 2017	(Blank)	Not started

MTSS

Teachers will complete Unit plans for the four core subjects which specifically address the learning needs of our DL and EL students.	Teachers, Admin	Aug 31, 2016 to Apr 7, 2017	(Blank)	Not started

Curriculum Design, Curriculum maps

Burroughs will purchase web-based programs such as ThinkCerca, Newsela, Accelerated Reader, and IXL that support the core curriculum and provide ongoing support in using them effectively.	Admin, ILT	Aug 31, 2016 to May 31, 2017	(Blank)	Not started

Aligned resources

Classrooms will each have a co-teacher to allow for increased differentiation and individualized support.	Admin	Sep 6, 2016 to Jun 16, 2017	(Blank)	Not started

Differentiated instruction

Strategy 3

If we do...	...then we see...	...which leads to...
If we, as a school, design, universally adopt and follow a balanced assessment system which incorporates a variety of data sources and produces actionable data that informs the core instruction and academic supports such as MTSS and after school reading and math	then we will see more responsive, focused instruction and grades which reflect the depth of student learning and student progress towards college readiness.	a unified curriculum and an increased number of students reaching and surpassing attainment.

Tags:
MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, Bilingual, Instruction

Area(s) of focus:
3, 1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
MTSS Team and teachers will meet to review and select a diagnostic test that will provide concrete,actionable data that will inform instruction.	MTSS team, teachers	Aug 31, 2016 to Sep 16, 2016	*(Blank)*	Not started

Data Use

As a school, design and formally adopt a school-wide grading system which address items such as what does a grade "mean," when a "0" grade is given, what does a grade of "F" mean, what percentage equals an "F," the minimum number of assignments needed in a quarter to create a quarterly grade, and the categories within a grade and their weight.	All staff	Aug 31, 2016 to Sep 2, 2016	*(Blank)*	Not started

Grading

Increase the percentage of parents signed up for parent portal to 75%.	Admin	Sep 5, 2016 to Sep 30, 2016	*(Blank)*	Not started

Parental involvement, Parent engagement

Administer the diagnostic test to Tier II and Tier III students.	Teachers	Sep 19, 2016 to Sep 30, 2016	*(Blank)*	Not started

Assessment

Using data from sources such as NWEA, the diagnostic test, and student work, design the curriculum of the after school programming.	Teachers	Oct 3, 2016 to Oct 7, 2016	*(Blank)*	Not started

Curriculum Design, Data Use

Review Gradebook every two weeks for adherence to schoolwide policy	Admin	Sep 19, 2016 to Jun 5, 2017	*(Blank)*	Not started

Grading, Gradebook

Provide after school reading and math programs for grades 3 through 8.	Admin, BPNC	Oct 10, 2016 to May 11, 2017	*(Blank)*	Not started

Academic gain, After-school

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Design a survey which will gather staff input on how they rate their knowledge and implementation of existing practices and what they see as being needed in order to advance. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Professional Learning	ILT and Admin	May 2, 2016	May 6, 2016	Not started
✚ Administer survey to all staff to assess current PD needs Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Professional Learning	ILT and Admin	May 9, 2016	May 20, 2016	Not started
✚ Compile and analyze data from survey Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Data Use	ILT and Admin	May 23, 2016	Jun 3, 2016	Not started
✚ Meet regularly with the ILT, N8TLs, DL teachers, and ELPT to design SY17 professional learning plan. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Core Instruction, Diverse Learners, English Learners, Cycles of professional learning	Admin	Jun 6, 2016	Jul 29, 2016	Not started
✚ Finalize SY17 professional learning plan which includes weekly PD at principal directed meetings (required), monthly Saturday morning PD (optional), and quarterly departmental PD (required). Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Cycles of professional learning	Admin	Aug 1, 2016	Aug 5, 2016	Not started
✚ Retain presenters for the quarterly PD days. Presenters may be a combination of in-house and outside presenters. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Cycles of professional learning, Aligned resources	Admin, ILT	Aug 8, 2016	Aug 26, 2016	Not started
✚ Meet to plan and design PD for days before start of school and quarter one Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Professional Learning, Cycles of professional learning, Professional development	Admin, ILT, N8TLs, DL Team, ELPT	Aug 8, 2016	Aug 26, 2016	Not started
✚ Meet to plan and design PD for Quarter 2 Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Professional Learning, Cycles of professional learning, Professional development	Admin, ILT, N8TLs, DL Team, ELPT	Sep 26, 2016	Oct 28, 2016	Not started
✚ Meet to plan and design PD for Quarter 3 Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Professional Learning, Cycles of professional learning, Professional development	Admin, ILT, N8TLs, DL Team, ELPT	Oct 31, 2016	Nov 30, 2016	Not started
✚ Meet to plan and design PD for Quarter 4 Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Professional Learning, Cycles of professional learning, Professional development	Admin, ILT, N8TLs, DL Team, ELPT	Jan 9, 2017	Feb 3, 2017	Not started
✚ Admin and ILT members will individually observe and meet with their assigned teachers on a monthly basis to gather additional data and insight on the implementation of powerful practices and what continuing supports are needed. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Professional development	Admin, ILT	Sep 6, 2016	May 26, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Weekly grade level/departmental meetings led by ILT, N8TLs, BLTs, DL team, and admin to provide continuing PD and support in the implementation of schoolwide initiatives Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Professional Learning, Cycles of professional learning, Professional development	Admin, ILT, N8TLs, DL Team, ELPT	Sep 5, 2016	May 30, 2017	Not started
✚ Bi-weekly ILT meetings Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, Cycles of professional learning, Instructional practices, Data	ILT	Sep 7, 2016	May 17, 2017	Not started
✚ ILT will lead a Cycle of Continuous improvement which allows for adequate time to learn, discuss, engage in safe practice, implement, and evaluate effectiveness. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Intervention, Teacher Teams/Collaboration, ILT, Bilingual, Instruction, Cycles of professional learning, ILT, Cycles of professional learning, Instructional practices	ILT, Admin	Sep 6, 2016	Apr 28, 2017	Not started
✚ Create a data analysis team which will meet regularly to compile and organize key data in the areas of attendance, off-track data, and assessments for use by other school teams. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Assessment, Attendance, Behavior and Safety, Data Use, Data, Grading	Admin	May 16, 2016	Jun 3, 2016	Not started
✚ Data team meets to compile and organize key end-of-school-year 2016 data. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Assessment, Attendance, Behavior and Safety, Data Use, Data, Grading	Data Team	Jun 6, 2016	Jun 23, 2016	Not started
✚ Data team meets monthly Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Assessment, Attendance, Behavior and Safety, Data Use, Data, Grading	Data team	Sep 5, 2016	Jun 22, 2017	Not started
✚ ILT team meets to engage in preliminary root cause analysis using EOY data (data compiled by team, off-track data, NWEA, MTSS data, etc) Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, College Access and Persistence, Data Use, Data, Academic gain	Admin, ILT	Jun 27, 2016	Jun 30, 2016	Not started
✚ ILT leads DL team, MTSS team, and department teams in root cause analysis of student growth Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, MTSS, Literacy/Reading, Math, Diverse Learners, ILT	Admin, ILT	Aug 31, 2016	Sep 2, 2016	Not started
✚ MTSS team meets monthly to analyze data and make adjustments to intervention strategies as needed. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, MTSS, Interventions	MTSS Team	Oct 3, 2016	Jun 5, 2017	Not started
✚ Meet with Burroughs-Brighton Park Neighborhood Council Community School steering committee to review SY16 EOY data. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, SEL, Community schools, Academic gain, Aligned resources	Admin, Resource Coordinator	Jun 27, 2016	Jun 28, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Meet with resource coordinator of Burroughs-Brighton Park Neighborhood Council Community School to plan SY17 programming that will support student growth, mental health services, and improve attendance Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, SEL, Community schools, Academic gain, Aligned resources	Admin, Resource Coordinator	Jul 25, 2016	Jul 29, 2016	Not started
✚ Meet weekly with Burroughs-BPNC Community School resource coordinator to oversee on-going programming and plan for events. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, SEL, Community schools, Academic gain, Aligned resources	Admin, Resource Coordinator	Sep 9, 2016	Jun 2, 2017	Not started
✚ Teachers will designate weekly RtI periods for Reading and Math. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, MTSS	Teachers	Aug 31, 2016	Jun 16, 2017	Not started
✚ Teachers will complete Unit plans for the four core subjects which specifically address the learning needs of our DL and EL students. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Curriculum Design, Curriculum maps	Teachers, Admin	Aug 31, 2016	Apr 7, 2017	Not started
✚ Burroughs will purchase web-based programs such as ThinkCerca, Newsela, Accelerated Reader, and IXL that support the core curriculum and provide ongoing support in using them effectively. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Aligned resources	Admin, ILT	Aug 31, 2016	May 31, 2017	Not started
✚ Classrooms will each have a co-teacher to allow for increased differentiation and individualized support. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Attendance, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Differentiated instruction	Admin	Sep 6, 2016	Jun 16, 2017	Not started
✚ MTSS Team and teachers will meet to review and select a diagnostic test that will provide concrete,actionable data that will inform instruction. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, Bilingual, Instruction, Data Use	MTSS team, teachers	Aug 31, 2016	Sep 16, 2016	Not started
✚ As a school, design and formally adopt a school-wide grading system which address items such as what does a grade "mean," when a "0" grade is given, what does a grade of "F" mean, what percentage equals an "F," the minimum number of assignments needed in a quarter to create a quarterly grade, and the categories within a grade and their weight. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, Bilingual, Instruction, Grading	All staff	Aug 31, 2016	Sep 2, 2016	Not started
✚ Increase the percentage of parents signed up for parent portal to 75%. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, Bilingual, Instruction, Parental involvement, Parent engagement	Admin	Sep 5, 2016	Sep 30, 2016	Not started
✚ Administer the diagnostic test to Tier II and Tier III students. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, Bilingual, Instruction, Assessment	Teachers	Sep 19, 2016	Sep 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Using data from sources such as NWEA, the diagnostic test, and student work, design the curriculum of the after school programming. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, Bilingual, Instruction, Curriculum Design, Data Use	Teachers	Oct 3, 2016	Oct 7, 2016	Not started
✚ Review Gradebook every two weeks for adherence to schoolwide policy Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, Bilingual, Instruction, Grading, Gradebook	Admin	Sep 19, 2016	Jun 5, 2017	Not started
✚ Provide after school reading and math programs for grades 3 through 8. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, Bilingual, Instruction, Academic gain, After-school	Admin, BPNC	Oct 10, 2016	May 11, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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 BAC, NCLB, PAC, and Parent Patrol groups meet together every other Friday morning. The LSC meets every other month during this same time slot. All plans and policies are developed and revised during these sessions throughout the school year.

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

> Our annual principal meeting and our organizational meeting will be held September 15, 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.

> The principal has a state of the school meeting where all programs and their effectiveness, in terms of student achievement, are presented. Furthermore, all teachers present their units to the parents before each quarter so the parents can support their children. Between the open house and three report card pick-up events, parents have a chance to get information about the curriculum, instruction, and assessments.

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.

> All parent groups meet every other week for an open meeting to discuss any concerns parents may have. Individual concerns of parents are addressed in a punctual manner to accommodate the schedules of the parents.

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

> Parents are provided with a written report of their children's progress on the NWEA, DIBELS, TRC, and IDEL assessments. Some of these reports will generally accompany the report card at the end of every quarter. Parents are also encouraged to visit with teachers, counselors, and administration for additional clarification of their child's progress.

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.

> Parents are given a notice every school year asking if they want verification that their child's teacher is "highly qualified" as determined by the Title 1 regulations. All of the current teachers have been deemed "highly qualified" at the Burroughs School.

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.

> There is an open house and three report card pick-up dates for parents to understand the state's academic achievement standards and assessments. Parents receive a copy of the units that will be presented each quarter which helps them to see which standards are being addressed and when they are being presented. Parents are also given an opportunity to view their children's progress in the parent portal system.

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.

> Workshops on how to work with children and support their education will continue for parents. Topics include understanding social media and on-line academic resources like Khan Academy. Many other kinds of workshops are organized by the parents, for the parents. Some of these other topics include effective parenting, setting up boundaries, and positive role modeling. Sometimes teachers will present on literacy and mathematics for the parents.

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.

> Burroughs will continue to implement and expand the parent mentor program which places a parent in a classroomm for three hours a day, assisting the teacher in instructional practices. These parents work with small groups of students and are actively involved in the planning and delivering of instruction. This program continues to be funded by a grant received by the Brighton Park Neighborhood Council. This program has been well received by the teachers and they have grown to rely on it to help with the differentiation of instruction.

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.

In addition to the parent mentor program, the dept. of early childhood does provide information to our early childhood teachers which helps them to plan workshops for the parents of their children. Any initiatives provided by the early childhood department will be well received.

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.

Our monthly newsletter includes dates and times for all meetings, workshops, programs, etc and is in both languages. The school's website is also updated regularly with the same information.

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.)

By raising our academic expectations of our students through increased rigor via the CCSS and progress monitoring, we will better prepare them for high school. college, and sustainable careers. Through careful review of the data provided by formative and summative assessments and close ahherence to IEPs and intervention plans, we will provide targeted instruction that meets the instructional needs of all students, including EL and diverse learning students.

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 held the week following the end of the first, second, and third quarters. CPS sets the time and date of the first and third quarter conferences while we will determine the date and time of the conferences following the second quarter.

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

Progress reports will continue to be passed out after the fifth week of every quarter. Parents also have access to parent portal.

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

All staff members have public cps email addresses that parents have access to and many parents take advantage of this way of communicating with teachers. We will continue to accommodate parents when scheduling conferences, working around their schedules. All of our teachers will continue to be flexible with their time in order to accomodate the parents.

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.

In addition to the parent mentor program which places parents in classrooms three hours a day, many other parents will continue to volunteer their time and make arrangements with the classroom teachers, Parents are welcomed and are encouraged to volunteer at the school.

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

In adition to the parent portal site which allows parents to monitor their children's progress, parents will also have the opportunity to confer with teachers following the dissemination of progress reports, report cards, or any other time in between.

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

Parent meetings will continue to be held every other Friday and parents are encouraged to offer any suggestions or advice to school personnel at that time. Parents also provide information through the annual My Voice My School surveys. There is also a public participation agenda item at every school meeting held.

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 are made aware of their responsibilities through talks with their teachers, their parents, and the principal. They repeatedly receive the message that it is expected that they will be in school daily and always put forth their best effort. They are made aware that achieving academically requires being prepared for class, having a positive attitude, seeking help when needed, and completing all assignments. There are many intervention meetings held with teachers and students throughout the years when students start falling behind in their work.

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.

Parents will work in active partnership with teachers in providing the best education possible for their children. This will be done by engaging in workshops, meeting with teachers and actively monitoring their children's progress in school and their activites outside of school.

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

Account(s)	Description	Allocation		

Account(s)	Description			
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.	$	1000	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	700	.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)	$	1615	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust 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 by used only by parents.	$	Amount	.00