Milton Brunson Math & Science Specialty ES (/school-plans/45) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic

04/04/2016	ILT(Carol Wilson, Shenann Finely-Jones, Laquita Louie Susan Denison, Latoya Woods, Deborah Hervaii, Consuelo Gaines, Katie Svoboda, Shenise Griffith-Lyman	School of Excellence
04/08/2016	ILT(Carol Wilson, Shenann Finely-Jones, Laquita Louie Susan Denison, Latoya Woods, Deborah Hervaii, Consuelo Gaines, Katie Svoboda, Shenise Griffith-Lyman	Framework/Polices
04/14/2016	ILT(Carol Wilson, Shenann Finely-Jones, Laquita Louie Susan Denison, Latoya Woods, Deborah Hervaii, Consuelo Gaines, Katie Svoboda, Shenise Griffith-Lyman	Goals/ Strategies
05/04/2016	ILT (Carol Wilson, Shenann Finely-Jones, Laquita Louie Susan Denison, Latoya Woods, Deborah Hervaii, Consuelo Gaines, Katie Svoboda, Shenise Griffith-Lyman	Strategies
05/17/2016	ILT(Carol Wilson, Shenann Finely-Jones, Laquita Louie Susan Denison, Latoya Woods, Deborah Hervaii, Consuelo Gaines, Katie Svoboda, Shenise Griffith-Lyman	Strategies/Parent Plan
05/18/2016	ILT(Carol Wilson, Shenann Finely-Jones, Laquita Louie Susan Denison, Latoya Woods, Deborah Hervaii, Consuelo Gaines, Katie Svoboda, Shenise Griffith-Lyman	Fund Compliance/Parent Plan

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 **2** 3 4

> At the beginning of each school year we host the State of School Address to inform parents, community and other stakeholders of school academic status. We have established a Theory of Action which outline our schools priorities, we have set clear and measurable goals for student achievement. Based on feedback and results of "My School, My Voice My Survey" we are a 'well organized' school.

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.

Score

1   2   **3**   4

> ILT meets regularly to analyze data and student work samples, monitor dashboard (attendance, on/off track data) to make adjustments to school focus and targets, which are communicated at grade level team meetings. The ILT utilizes NWEA data to identify academic strengths and weaknesses and use this information to design NWEA after-school curriculum based on students' Individual Learning Plans. ILT monitors academic programs to ensure that instructional time is maximized to meet the students' needs. ILT utilized the monthly attendance reports to track which classrooms had a 94 percent or below attendance percentage rate. Each ILT member mentored a class in need of improvement. With support from the ILT, the Attendance committee, The Principal provides daily, weekly and monthly attendance incentives.
>
> The ILT also held meetings focused on SEL standards and students behavior in order to improve school culture and community building through PATHS for K-5, PAWS (whole school) and Peer Mediation (Middle School).

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:

Score

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

1   2   **3**   4

Teachers receive 60 minutes of weekly professional development which aligns to our school's priorities and goals. Professional Development is offered based on teacher's needs as identified from REACH observations and student data. Collaborative time is allocated weekly in order for teachers to be able to engage in vertical and horizontal common planning, in addition to the structured grade level meeting. Teachers are encourage to contribute to the grade level with best practices and strategies. Teacher leaders share new strategies from Teacher Leaders Institute.

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

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

> Budget is driven by student data (attendance, academic, 5 essentials surveys, student work and observations). All students receives an additional 60 minutes reading, math and science instruction in order to increase attainment across all grade levels. Staff members are strategically assigned to support high priority students through small group instruction during MTSS periods. Teachers utilizes Parent Mentors to assist students in the classroom (small group instruction and behavior modification).

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.

Score

1 **2** 3 4

Evidence: K-8 has pacing guides for each quarter for both reading and math. Currently our SQRP growth for reading is at the 17th percentile and is at 8th percentile for math. Our SQRP attainment percentile for reading is 6th and our math attainment is in the 1st percentile.

Common Core Standards and daily objectives are posted and clearly communicated to students as it relates to skill being taught. Teachers use a combination of low and high level questioning which are tiered according student data. Curriculum maps were created and implemented to ensure that students are receiving rigorous instruction which is aligned to the common core standards. All students received a personalized learning plan to address individual academic needs as indicated through NWEA BOY and MOY, assessments, student work samples. Students progress is monitored biweekly, every 5 weeks, and quarterly. Learning plans are adjusted based on formative, summative and standardized data.

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), 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

> School is currently using a Balance Literacy Reading Program, level readers during guided reading to address the unique learning styles and based on their reading levels and lexiles. Materials include Scholastic text sets, Achieve 3000, Think Through Math, High Points (where learning pathways have been created to ensure deficits are being addressed). All grade levels supplement our school wide Reading and Math curriculum with Common Core Support Coach and Common Core assessment curriculum. These materials provide differentiated content and student access to the curriculum.

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)

Score

1   2   **3**   4

> Student work is examined weekly during grade level and every five weeks by Administration and ILT. In grade level, teachers analyze and unpack the Common Core Standards based on the pacing guides to analyze complex text. Teachers collaborate to utilize Placemats unpacking the standard, providing essential questions, using Kids at the Core stem questions to construct tiered questions. The teams then identify the Depth of Knowledge of the tiered questions/tasks to ensure that it produces rigorous tasks for all students. The task progression of standards and movement of students in their tiers.

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:

Score

1 **2** 3 4

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

> College and Career awareness was fostered in Library Science through research projects. Achieve 3000 allows 3rd-8th students to set college and career goals and then receive related college information in order to accomplish their goal. They also can then monitor their own lexile levels in comparison to what they need to be College Career Ready. We recognized the students on track and achieved College and Career Ready through celebrations. In Library Science, students completed a research project in which they selected a career they were interested in, and did an oral presentation to their class.

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.

Expectations for depth & breadth of Quality Teaching

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

> Teachers have begun to reflect on instruction and seek opportunities for improvement and growth through peer observation, feedback from REACH both informal and formal. School visits and local professional development.

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:

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

Score

1　　2　　**3**　　4

> MTSS is implemented in all grade levels to address the individual student instructional needs. It is designed based NWEA target skills and teacher skill sets. Students transition during an allotted time after core instruction to provide additional support both instructionally and socially. School receives professional development through CASEL (PATHS curriculum K-5). School utilize dashboard data weekly to provide support around areas of concerns,

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

> Balanced Assessment & Grading is shared with teachers during weekly professional development. ILT and administrators monitor student data points toward mastery. Students and parents are given the grading policy at the beginning of the year (School Handbook) and on the school website. ILT progress monitor students academic progress frequently to evaluate the impact of interventions/enrichments. A balanced assessment system incoporates students individual learning plans in order to foster the mastery for all students. Interventions and Enrichments are embed in our daily MTSS schedule.

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

Expectations for Quality & Character of School Life

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

> Brunson's Foundation (Social/Emotional) teams drafted a parent behavior expectation policy shared with stakeholders at the beginning of school year. Expectations are in the school handbook and posted on the school website, posted on facebook, and shared on twitter. Administrators and ILT created a Pawsitive Behavior program created for social and emotional expectations which have a positive impact on student climate and culture. Teachers work together to provide student learning goals, develop personal learning plans, and set high expectations for learning. Development of multi-tiered support system for students' social emotional needs to reduce out of school suspensions and increase school attendance and student engagement.

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

> School administrators create a culturally responsive climate where students are able to create and implement proactive school-wide and classroom behavior management practice to maximize instructional time and build trusting relationships among students and staff. School SEL team publicize students who are on the Honor Roll, have perfect attendance, celebrate birthdays, and students participate in multi-cultural assemblies quarterly. Students contribute to the school mentoring program by serving as peer mediators, reading buddies, and/or complete community service projects. Teachers collaborate in ILT meetings, SEL team, and grade level professional development on a weekly or bi-weekly basis which the share data (NWEA, Attendance, Behavior, Mclass Data, MOY/BOY). Identified students participate in a check-in system with an adult advocate through our implementation of PBIS. All staff members have been trained on incorporating social emotional learning through PATHS and SEL activities.

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

> Students are given choices through participation in extracurricular activities, after-school programs such as Boys and Girls Club, and through our partnership with Chicago Cares. Teachers create personal learning plans which target specified learning targets, and multi-tiered systems of support for academic and social emotional needs.

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

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

> Based on My Voice, My School Survey results the school has 1 full time security, 1 part-time police office, metal detectors, hand held wands, conduct random searches (according to CPS protocol) and completes all CPS required safety drills in a timely manner. Students, staff members, parent volunteers, teachers, are informed of the school-wide safety plan and participate in ongoing practice.

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

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

Score

1 2 **3** 4

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.

Developed and implemented a multi-tiered support system for students' behavioral and social emotional needs to reduce out of school suspensions and increase school attendance and student engagement. A positive proactive school-wide classroom behavioral management system was created to maximize instructional time and build trusting relationships. Buddy classrooms are established to offer an alternate method for correcting behaviors. Middle school students have been trained on restorative practice and serve as peer mediators. SEL teams meets bi-weekly to review school-wide behavior patterns, misconduct data, and develop strategies to restore and shape behavior. School counselor establish "lunch buddies", check-in/check-out system to target behavior.

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

Score

address and respond to input.

Brunson involves parents in the joint development and periodic review of school data during LSC, NCLB, PAC meetings. Parents are encouraged in the building to volunteer through our partnership with Westside Health Authority (10 parent mentors receive a stipend after completing 100 hours); school has a Parent Engagement center open to parents daily which provides coffee, computer use, and ongoing parent workshops (topic of parent interest). We use various forms of communication to encourage parents to become active participants (school website, twitter, Facebook, out calling phone systems, literature sent home with students). The principal provides and discusses current school performance at LSC meetings, regularly scheduled parent meetings, state of the school address, and community forum. In addition to performance meetings the principal and teachers meet with parents to discuss expectations and promotion status as it pertains to all grade levels. Teachers engage in two-way parent communication with families to provide them with.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   13 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	83.00	17.00	75.00	75.00
National School Growth Percentile - Math				
Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	21.00	8.00	50.00	60.00
% of Students Meeting/Exceeding National Ave Growth Norms				

Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	59.30	(Blank)	60.00	70.00

African-American Growth Percentile - Reading

Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	83.00	18.00	50.00	60.00

Hispanic Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	0.00	0.00

English Learner Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Reading

Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	73.00	36.00	25.00	30.00

African-American Growth Percentile - Math

Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	22.00	8.00	50.00	60.00

Hispanic Growth Percentile - Math

(Blank)	(Blank)	(Blank)	0.00	0.00

English Learner Growth Percentile - Math

(Blank)	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	26.00	3.00	25.00	30.00

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

Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	12.00	7.00	20.00	30.00

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

Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	3.00	1.00	15.00	25.00

National School Attainment Percentile - Reading (Grade 2)

Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	1.00	7.00	15.00	20.00

National School Attainment Percentile - Math (Grade 2)

Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school.	1.00	2.00	15.00	20.00

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

| Based on the recommendation from the Network Chief and the data strategist, the following goals have been established for the school. | 92.90 | 94.10 | 95.00 | 96.00 |

My Voice, My School 5 Essentials Survey

| Well-organized | (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 deliver common core aligned literacy and math instructions supported by high quality instructional materials , and a Balance Literacy Block with MTSS embedded into literacy and math block, gather and analyze data, use data to plan and improve instruction and assessment practices.	Our students' performance will be continuously improved and sustained over time	a rigourous literacy curriculum aligned to common core state standard to increase precentage of students meeting/exceeding our goals of attainment and growth targets on the SQRP.

Tags:
Balanced literacy, Academic expectations, Goalsetting, Common core state standards, Curriculum map, Guided reading, Learning paths, Learning styles, Academic rigor, Instructional leadership team, Learner profile, Collaborative teachers, Analysis of data, progress monitoring, rit instruction, small group instruction, Priority subgroups, Defferentiation, Curriculum planning, Instructional strategies, Learning plan

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
ILT will review EOY student data results to identify target groups for 2016-2017	ILT, Principal	Jul 5, 2016 to Aug 31, 2016	Percentile tracking sheets are updated. evidence of tiered questions are in lesson plans.	On-Track

Data, Balanced literacy, Data analysis

| By the end of the summer ILT will have created a protocol which gives specific expectations of instruction that is to take place during the Literacy and Math MTSS blocks. | ILT, Principal | Jul 5, 2016 to Aug 31, 2016 | Tiered unit plans, completed CCSS, unpacked placemats. | On-Track |

Differentatied instruction, Data analysis, Analysis of data, progress monitoring, rit instruction, small group instruction, Multiple measures for screening, diagnosing, and progress monitoring

| By the fall of 2016, all teachers will use Mastery Connect and Teacher created assessments to assess mastery of CCSS. | Teachers | Jul 5, 2016 to Aug 31, 2016 | Students will show 80% proficiency on Mastery Connect. | On-Track |

Differentatied instruction, Analysis of data, progress monitoring, rit instruction, small group instruction

Action step	Responsible	Timeframe	Evidence for status	Status
Assess, monitor, track the skills taught and mastered based on the student's individual learning plans as indicated NWEA learning continuum and Mastery Connect.	Teachers Principal, AP and ILT	Sep 6, 2016 to Jun 16, 2017	Mastery Connect reports, Teacher anecdotal, Teacher created assessment and student work.	Not started

Data tracking, Analysis of data, progress monitoring, rit instruction, small group instruction

Continue to progess monitor student achievement and provide differentiated(tiered) guided reading for students through Achieve 3000 and Think Through Math	Teachers	Sep 6, 2016 to Jun 16, 2017	Achieve 3000 performance and Think through math reports	On-Track
After school program which target speciffic skills in literacy and math utilizing NWEA, DIBELS, and MClass, Math data	ILT, Teachers	Sep 6, 2016 to Jun 16, 2017	Mastery Connect reports, Teacher anecdotal, Teacher created assessment and student work. Achieve 3000 performance and Think through math reports	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
Create a professional learning community focused on creating learning opportunities to address the following questions: 1. What do we want each student to learn? 2. How will we know when each student has learned it? 3. How will we respond when a student experiences difficulty/success in learning?	1. Effective planning and implementation of instruction 2. Teachers describing exactly what students will learn, how well they will learn it, and what they will do to demonstrate that learning 3. Teachers using their knowledge of typical and not-so-typical student progress to scaffold increased student understanding; 4. Established teacher look-fors to guide instructional decisions; and 5. Translatation of success criteria into student look-fors that promote the development of assessment-capable students.	Increased student growth and attainment as evidence by the results of the NWEA Spring 2017 reading and math assessment.

Tags:
Professional Learning, ILT, Professional development, Grade level meetings, Collaborative teachers

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create a framework and PDP for the learning that will take place in the PLC by the end of summer 2016.	ILT, Administration	Jul 5, 2016 to Aug 26, 2016	Completed framework/ PDP	Behind

Professional Learning, ILT, Collaborative teachers, Curriculum framework project

Host a professional development session with the staff to explain the purpose of professional learning communities and the structures that are necessary for success.	ILT, Administration	Aug 29, 2016 to Sep 2, 2016	Agenda, PowerPoint presentation, Sign in Sheet Agendas, participation in TLI, lesson plans, assessments	Not started

Professional Learning, Professional development

Unpack the CCSS by reviewing the concepts and skills necessary to master the standards, and determine how the standards are assessed by the end of Q1.	PLC, ILT	Sep 12, 2016 to Nov 3, 2016	Agenda, completed CCSS unpacked placemats	Not started

Professional Learning, Common core, Collaborative teachers

By the end of Q1 the selectied research-based instructional strategies and assessment techniques will be complete.	PLC, ILT	Sep 12, 2016 to Nov 3, 2016	Completed CCSS aligned common assessments	Not started

Assessment design, Instructional strategies

By the end of Q1 the PLC will design lessons based on selected strategies aligned to the CCSS based on analysis of student data.	PLC, ILT	Sep 6, 2016 to Nov 3, 2016	Unit Plans	Not started

Lesson planning, Strategies, Common core state standards, Student data analysis

By the end of November 2016, teachers will implement lessons, noting successes and challenges, and collect evidence of student learning.	PLC, Teachers, ILT	Sep 6, 2016 to Nov 3, 2016	Student work samples, instructional anecdotal notes	Not started

Student data analysis

By the end of January 2017, the ILT will analyze student work by revisiting the standards being addressed and identifying student strengths and areas of need	ILT, Administrators	Jan 9, 2017 to Jan 31, 2017	Work analysis protocol, item analysis	Not started

Common core state standards, Strengths, Student data analysis

Strategy 3

If we do...	...then we see...	...which leads to...
Create an academically rigorous curriculum that inspires students to think and contribute high quality work beyond the classroom	Teachers describing exactly what students will learn, how well they will learn it, and what they will do to demonstrate that learning Teachers using their knowledge of typical and not-so-typical student progress to scaffold increased student understanding Fully integrated academic and social emotional learning opportunities for all students. Regular examination of the curriculum to check alignment to standards and opportunities for all students to meet those standards	Increased student growth and attainment as evidence by the results of the NWEA Spring 2017 reading and math assessment.

Tags:
Curriculum Design, SEL, Rigorous tasks, Academic expectations, High quality instruction/professional

Area(s) of focus:
3

development, Rigorous instruction, Curriculum alignment, Scaffolding

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
By the end of Q4 2016 the ILT team will define the shared objective of the curriculum.	ILT	Jun 1, 2016 to Jun 21, 2016	Written curriculum objective statement	Not started

Curriculum Design

By the end of Summer 2016, the ILT will create a scope and sequence to outline the key skills and information that students need to achieve the main curriculum objective	ILT	Jun 21, 2016 to Aug 31, 2016	Completed scope and sequence	Not started

Scope and sequence, Common core state standards

By the end of Q1, The ILT/PLC will work collaboratively to build/ locate aligned rigorous assessments to measure the knowledge of learners.	PLC/ILT	Sep 6, 2016 to Nov 3, 2016	Common assessments by grade level.	Not started

Assessment design, Common core state standards, Rigor, Collaborative teachers

By the end of Q1 the ILT/PLC will analyze student data to establish learning targets or help students grasp the lesson's purpose.	PLC/ILT	Sep 6, 2016 to Nov 4, 2016	Learning targets aligned to CCSS.	Not started

Data analysis, Learning targets

Strategy 4

If we do...	...then we see...	...which leads to...
Explicitly teach, reteach and model clear behavior expectations and use positive strategies such as PATHS to redirect behavior and intervene early and deescalate inappropriate behavior.	Maximized learning time and promote positive behavior. Create a nurturing participatory learning environment leading to a decrease in suspensions and misconducts.	Minimal classroom disruptions and establish MTSS for student's social, emotional, and behavioral needs which will foster positive classroom and school community environment.

Tags:
Behavior and Safety, Behavior, Behavior supports;, Academic supports, Academic learning

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
By the end of Summer 2016, the SEL team will review celebrations and concentrations of 2015-2016 Restorative Practices and plan for staff professional development 2016-2017 school year.	ILT, SEL	Jun 6, 2016 to Aug 26, 2016	My School My Voice, Dashboard	Not started

SEL, ILT, Behavior plans, Restorative practices, Data dashboard

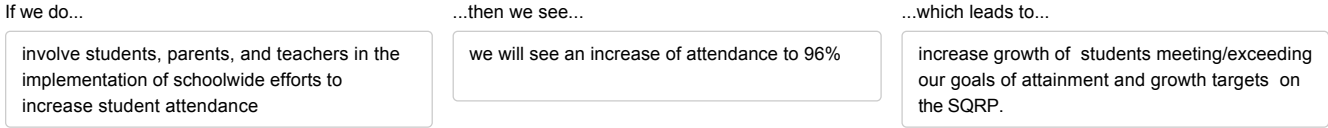| Host a professional development session with the staff to explain the purpose of Restorative Practices and provide tools for implementation and necessary structures for success.	SEL	Aug 29, 2016 to Sep 2, 2016	Agenda, Sign in sheet, PowerPoint	Not started

SEL, Professional development, Restorative practices

By the end of Q1 PATHS K-5th, peer mediators 4th-8th and Check In Check Out will be initiated.	SEL	Sep 12, 2016 to Nov 3, 2016	Peer mediator intervention request form, PATHS kid of the day sheets posted, Check in check out slips	Not started

SEL, Support, Survey, Peer mediation, Restorative practices

By the end of Q2 the SEL team will administer a staff survey to assess implementation of Restorative Practices and address current support needs.	SEL	Nov 4, 2016 to Feb 2, 2017	Staff survey data anaylsis	Not started

Strategy 5

If we do...	...then we see...	...which leads to...
involve students, parents, and teachers in the implementation of schoolwide efforts to increase student attendance	we will see an increase of attendance to 96%	increase growth of students meeting/exceeding our goals of attainment and growth targets on the SQRP.

Tags:
Interventions, Safety and order, Celebrations, Student attendance

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create and maintain attendance board on each floor to track classroom monthly attendance rates	Principal, AP	Sep 6, 2016 to Jun 20, 2017	Dashboard	On-Track

Teacher-student conference, Celebrations, Student attendance

Create and maintain a teacher attendance board in the data room to show correlation of student and teacher attendance	Principal, AP	Sep 6, 2016 to Jun 20, 2017	Dashboard	On-Track

Attendance, Recognition

Maintain the formal recognition protocal for classrooms with 96% or better attendance weekly	Principal, AP	Jun 20, 2017 to Jun 20, 2017	Dashboard	On-Track

Celebrations, Data dashboard, Recognition

Reach out to families of the students who are truant or have excessive absences with " Knock at Midnight",	Principal, AP, Teachers and Clerk	Sep 6, 2016 to Jun 20, 2017	Dashboard	Not started

Parent partnerships, Multi-tiered support systems, Data dashboard

Monthly special incentives for students with perfect attendance	Principal, AP, Teacher	Sep 6, 2016 to Jun 20, 2017	Dashboard	On-Track

Incentive, Celebrations, Data dashboard

"100 Day Perfect Attendance Challenge" students will receive incentives and special recoginiton for the perfect attendance for 100 days.	Principal, AP, Teacher	Sep 6, 2016 to Jun 20, 2017	Dashboard	On-Track

Celebrations, Data dashboard, Recognition

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ ILT will review EOY student data results to identify target groups for 2016-2017 Tags: Balanced literacy, Academic expectations, Goalsetting, Common core state standards, Curriculum map, Guided reading, Learning paths, Learning styles, Academic rigor, Instructional leadership team, Learner profile, Collaborative teachers, Analysis of data, progress monitoring, rit instruction, small group instruction, Priority subgroups, Defferentiation, Curriculum planning, Instructional strategies, Learning plan, Data, Balanced literacy, Data analysis	ILT, Principal	Jul 5, 2016	Aug 31, 2016	On-Track
✚ By the end of the summer ILT will have created a protocol which gives specific expectations of instruction that is to take place during the Literacy and Math MTSS blocks. Tags: Balanced literacy, Academic expectations, Goalsetting, Common core state standards, Curriculum map, Guided reading, Learning paths, Learning styles, Academic rigor, Instructional leadership team, Learner profile, Collaborative teachers, Analysis of data, progress monitoring, rit instruction, small group instruction, Priority subgroups, Defferentiation, Curriculum planning, Instructional strategies, Learning plan, Differentatied instruction, Data analysis, Analysis of data, progress monitoring, rit instruction, small group instruction, Multiple measures for screening, diagnosing, and progress monitoring	ILT, Principal	Jul 5, 2016	Aug 31, 2016	On-Track
✚ By the fall of 2016, all teachers will use Mastery Connect and Teacher created assessments to assess mastery of CCSS. Tags: Balanced literacy, Academic expectations, Goalsetting, Common core state standards, Curriculum map, Guided reading, Learning paths, Learning styles, Academic rigor, Instructional leadership team, Learner profile, Collaborative teachers, Analysis of data, progress monitoring, rit instruction, small group instruction, Priority subgroups, Defferentiation, Curriculum planning, Instructional strategies, Learning plan, Differentatied instruction, Analysis of data, progress monitoring, rit instruction, small group instruction	Teachers	Jul 5, 2016	Aug 31, 2016	On-Track
✚ Assess, monitor, track the skills taught and mastered based on the student's individual learning plans as indicated NWEA learning continuum and Mastery Connect. Tags: Balanced literacy, Academic expectations, Goalsetting, Common core state standards, Curriculum map, Guided reading, Learning paths, Learning styles, Academic rigor, Instructional leadership team, Learner profile, Collaborative teachers, Analysis of data, progress monitoring, rit instruction, small group instruction, Priority subgroups, Defferentiation, Curriculum planning, Instructional strategies, Learning plan, Data tracking, Analysis of data, progress monitoring, rit instruction, small group instruction	Teachers Principal, AP and ILT	Sep 6, 2016	Jun 16, 2017	Not started
✚ Continue to progess monitor student achievement and provide differentiated(tiered) guided reading for students through Achieve 3000 and Think Through Math Tags: Balanced literacy, Academic expectations, Goalsetting, Common core state standards, Curriculum map, Guided reading, Learning paths, Learning styles, Academic rigor, Instructional leadership team, Learner profile, Collaborative teachers, Analysis of data, progress monitoring, rit instruction, small group instruction, Priority subgroups, Defferentiation, Curriculum planning, Instructional strategies, Learning plan	Teachers	Sep 6, 2016	Jun 16, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ After school program which target speciffic skills in literacy and math utilizing NWEA, DIBELS, and MClass, Math data Tags: Balanced literacy, Academic expectations, Goalsetting, Common core state standards, Curriculum map, Guided reading, Learning paths, Learning styles, Academic rigor, Instructional leadership team, Learner profile, Collaborative teachers, Analysis of data, progress monitoring, rit instruction, small group instruction, Priority subgroups, Defferentiation, Curriculum planning, Instructional strategies, Learning plan	ILT, Teachers	Sep 6, 2016	Jun 16, 2017	Not started
✚ Create a framework and PDP for the learning that will take place in the PLC by the end of summer 2016. Tags: Professional Learning, ILT, Professional development, Grade level meetings, Collaborative teachers, Professional Learning, ILT, Collaborative teachers, Curriculum framework project	ILT, Administration	Jul 5, 2016	Aug 26, 2016	Behind
✚ Host a professional development session with the staff to explain the purpose of professional learning communities and the structures that are necessary for success. Tags: Professional Learning, ILT, Professional development, Grade level meetings, Collaborative teachers, Professional Learning, Professional development	ILT, Administration	Aug 29, 2016	Sep 2, 2016	Not started
✚ Unpack the CCSS by reviewing the concepts and skills necessary to master the standards, and determine how the standards are assessed by the end of Q1. Tags: Professional Learning, ILT, Professional development, Grade level meetings, Collaborative teachers, Professional Learning, Common core, Collaborative teachers	PLC, ILT	Sep 12, 2016	Nov 3, 2016	Not started
✚ By the end of Q1 the selectied research-based instructional strategies and assessment techniques will be complete. Tags: Professional Learning, ILT, Professional development, Grade level meetings, Collaborative teachers, Assessment design, Instructional strategies	PLC, ILT	Sep 12, 2016	Nov 3, 2016	Not started
✚ By the end of Q1 the PLC will design lessons based on selected strategies aligned to the CCSS based on analysis of student data. Tags: Professional Learning, ILT, Professional development, Grade level meetings, Collaborative teachers, Lesson planning, Strategies, Common core state standards, Student data analysis	PLC, ILT	Sep 6, 2016	Nov 3, 2016	Not started
✚ By the end of November 2016, teachers will implement lessons, noting successes and challenges, and collect evidence of student learning. Tags: Professional Learning, ILT, Professional development, Grade level meetings, Collaborative teachers, Student data analysis	PLC, Teachers, ILT	Sep 6, 2016	Nov 3, 2016	Not started
✚ By the end of January 2017, the ILT will analyze student work by revisiting the standards being addressed and identifying student strengths and areas of need Tags: Professional Learning, ILT, Professional development, Grade level meetings, Collaborative teachers, Common core state standards, Strengths, Student data analysis	ILT, Administrators	Jan 9, 2017	Jan 31, 2017	Not started
✚ By the end of Q4 2016 the ILT team will define the shared objective of the curriculum. Tags: Curriculum Design, SEL, Rigorous tasks, Academic expectations, High quality instruction/professional development, Rigorous instruction, Curriculum alignment, Scaffolding, Curriculum Design	ILT	Jun 1, 2016	Jun 21, 2016	Not started
✚ By the end of Summer 2016, the ILT will create a scope and sequence to outline the key skills and information that students need to achieve the main curriculum objective Tags: Curriculum Design, SEL, Rigorous tasks, Academic expectations, High quality instruction/professional development, Rigorous instruction, Curriculum alignment, Scaffolding, Scope and sequence, Common core state standards	ILT	Jun 21, 2016	Aug 31, 2016	Not started
✚ By the end of Q1, The ILT/PLC will work collaboratively to build/ locate aligned rigorous assessments to measure the knowledge of learners. Tags: Curriculum Design, SEL, Rigorous tasks, Academic expectations, High quality instruction/professional development, Rigorous instruction, Curriculum alignment, Scaffolding, Assessment design, Common core state standards, Rigor, Collaborative teachers	PLC/ILT	Sep 6, 2016	Nov 3, 2016	Not started
✚ By the end of Q1 the ILT/PLC will analyze student data to establish learning targets or help students grasp the lesson's purpose. Tags: Curriculum Design, SEL, Rigorous tasks, Academic expectations, High quality instruction/professional development, Rigorous instruction, Curriculum alignment, Scaffolding, Data analysis, Learning targets	PLC/ILT	Sep 6, 2016	Nov 4, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ By the end of Summer 2016, the SEL team will review celebrations and concentrations of 2015-2016 Restorative Practices and plan for staff professional development 2016-2017 school year. Tags: Behavior and Safety, Behavior, Behavior supports;, Academic supports, Academic learning, SEL, ILT, Behavior plans, Restorative practices, Data dashboard	ILT, SEL	Jun 6, 2016	Aug 26, 2016	Not started
✚ Host a professional development session with the staff to explain the purpose of Restorative Practices and provide tools for implementation and necessary structures for success. Tags: Behavior and Safety, Behavior, Behavior supports;, Academic supports, Academic learning, SEL, Professional development, Restorative practices	SEL	Aug 29, 2016	Sep 2, 2016	Not started
✚ By the end of Q1 PATHS K-5th, peer mediators 4th-8th and Check In Check Out will be initiated. Tags: Behavior and Safety, Behavior, Behavior supports;, Academic supports, Academic learning, SEL, Support, Survey, Peer mediation, Restorative practices	SEL	Sep 12, 2016	Nov 3, 2016	Not started
✚ By the end of Q2 the SEL team will administer a staff survey to assess implementation of Restorative Practices and address current support needs. Tags: Behavior and Safety, Behavior, Behavior supports;, Academic supports, Academic learning	SEL	Nov 4, 2016	Feb 2, 2017	Not started
✚ Create and maintain attendance board on each floor to track classroom monthly attendance rates Tags: Interventions, Safety and order, Celebrations, Student attendance, Teacher-student conference, Celebrations, Student attendance	Principal, AP	Sep 6, 2016	Jun 20, 2017	On-Track
✚ Create and maintain a teacher attendance board in the data room to show correlation of student and teacher attendance Tags: Interventions, Safety and order, Celebrations, Student attendance, Attendance, Recognition	Principal, AP	Sep 6, 2016	Jun 20, 2017	On-Track
✚ Maintain the formal recognition protocal for classrooms with 96% or better attendance weekly Tags: Interventions, Safety and order, Celebrations, Student attendance, Celebrations, Data dashboard, Recognition	Principal, AP	Jun 20, 2017	Jun 20, 2017	On-Track
✚ Reach out to families of the students who are truant or have excessive absences with " Knock at Midnight", Tags: Interventions, Safety and order, Celebrations, Student attendance, Parent partnerships, Multi-tiered support systems, Data dashboard	Principal, AP, Teachers and Clerk	Sep 6, 2016	Jun 20, 2017	Not started
✚ Monthly special incentives for students with perfect attendance Tags: Interventions, Safety and order, Celebrations, Student attendance, Incentive, Celebrations, Data dashboard	Principal, AP, Teacher	Sep 6, 2016	Jun 20, 2017	On-Track
✚ "100 Day Perfect Attendance Challenge" students will receive incentives and special recoginiton for the perfect attendance for 100 days. Tags: Interventions, Safety and order, Celebrations, Student attendance, Celebrations, Data dashboard, Recognition	Principal, AP, Teacher	Sep 6, 2016	Jun 20, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an 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.

> Utilizing school newsletter and website, Brunson invites parents to join the Parent Advisory Council (PAC). The PAC have monthly meetings that discuss schoolwide funding as well as the funding for parent training. Parents are invited to attend monthly LSC meetings which provides up to date budget and school information and how it impacts the school and parents. Notification of LSC and PAC meetings will be posted in the main entrance, office, and letters sent home with students. Information may also be viewed in the Parent Engagement Center, rm 104 during school hours.

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

> The Title I Annual meeting will be October 6, 2016. The Title I PAC organizational meeting will be held one wee from the annual Title I meeting on October 13, 2016.. Brunson will use various communications to inform and encourage parents to these meetings and also the monthly meetings throughout the school year. Notices will be posted in the school's main entrance, office, and parent engagement center 48 hours in advance. Notices will be distributed to students to take home. Communication will also include newsletters(with meeting dates), website, flyers and posters around school building, and phone calls home.

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.

> Brunson will make a copy of the current school year CIWP for review and inspection in the Parent Engagement Center, rm 104. The school will provide opportunities for regular meetings for grade levels and one on one with teacher. Parents will be given notification and explanation of benchmark promotional policy. Parents will also be provided information on standardized testing tools employed assess academic progress and dates on the assessments will be distributed.

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.

> At the request of the parents, the school will respond within 15 school days in writing to individual parents who submit suggestions. Oral responses will be given by the principal regarding any concerns at the Local School Council (LSC) meetings, Parent Advisory Council (PAC) meetings, or other meetings with parents, as deemed appropriate.

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 and students will receive individual results for state assessments as soon as it is provided by the state. Results will be distributed to students individually.

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 will receive guidelines by CPS and State Board of Education. Parents can submit request according to the guidelines to obtain the status of any of their child's teachers regarding qualifications. Those parents will receive written confirmation as soon as the information is available.

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.

Brunson will continue to work on developing strategies and develop new ones to increase parental involvement in supporting their children's academic progress. We will encourage parents to volunteer at the school level, serve and attend the LSC meetings, PAC meetings. The CIWP,which outlines the school's academic plan, will be available for parents' viewing in the Parent Engagement Center. The Parent Engagement Center will also offer workshops and academic sessions in learning and understanding state standards and school achievement.

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.

Through the Parent Engagement Center, parents are encourage to attend many of the programs and services being offered via Parent University. Parent University provides workshops in technology, nutrition education, job training, higher education, and child development. Brunson will host workshops that will assist parents in developing relationships with their child and educators within the school. Family nights and open house will give parents an opportunity to meet teachers, discuss tools used to educate and assess their child's academic level.

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

During weekly staff meetings, staff will be in serviced about how/why communication with parents is vital to the student's success and our school goal to increase communication through technology and mailings. The school will also reach out to community leaders to disseminate information of what parents and student resources are needed. Parents will have access to computers in the Parent Engagement Center to assist their children in the educational process.

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.

Brunson will coordinate and integrate activities such as Open House, Family Literacy/Math Night for students and extended family to further encourage and support parents in full participation of their child's education. Invite parents to attend LSC and PAC meetings. To encourage the attendance of parents and students for LSC meetings, present attendance/academic awards to students at meeting. Informational newsletters, meetings, and workshop notices will be sent home for any community programs that will assist in the parenting and educational process. Informative meetings and workshops will be held during Report Card Pick UP.

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

The school currently provides information regarding programs in two languages (English, Spanish). Informational newsletters, meetings and workshop notices are sent home with the students and posted at the main entrance, office and Parent Engagement Center.

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.)

The mission of Milton R. Brunson Math & Science Specialty School is to strive continually to be the best at nurturing and developing our students' capabilities in all aspects of life. The vision of Milton R. Brunson Math & Science Specialty School is to provide nurturing, safe, and stimulating environment where all children (Gen Ed, ELL, & Special Education), will achieve their fullest potential and will become productive members of society.

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 Conference will take place during Report Card Distribution Day (CPS schedule), held the first and third marking period of the school year and as needed by teachers. Administration, Lead Teachers, 3rd, 6th, and 8th grades will meet with parents to review promotion policy and graduation requirements. Conferences will be held for students that have academic or attendance issues as needed. The school will continue to provide opportunities for regular meetings. Parents will also be provided information on standardized testing tools employed to assess academic progress and dates on the assessments will be distributed. Parent surveys are on placed on parent table by main entrance door.

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

Parents/Guardians will receive regular feedback o student achievement, progress, or grade reports via student, mail/telephone correspondence every five weeks. Reports will include five week classroom progress and Achieve 3000 and Think through Math assessments. All teachers are required to use Impact to post grades. Teachers are encouraged to call and encourage parents to use Parent Portals. Ten week achievement/progress at report card pick up.

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

The school will provide parents access to staff through various modes of communication ensuring privacy and time convenient for parent and staff. Parents may access email which is available via parent portal, teacher voice mailbox/extension, parent-teacher conferences and individual appointments.

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.

All Parents are invited to volunteer at Brunson. Parents can volunteer in their child's class, classes needing assistance, or where principal designates. Parents are invited to volunteer as judges in academic competitions such as the science fair, chaperone on field trips, assistants for assemblies or extra-curricular activities. Parents can also work with the Parent Engagement Center. Parents must complete Chicago Public School volunteer packet and follow CPS guidelines, once background check is cleared, TB test is on filed, parent will be notified by school's parent volunteer coordinator and a schedule will be created. Parents are invited to observe his/her child's classroom during a regular school day with permission from the administrator and Board. CPS policy will be followed for all volunteer and classroom observation opportunities.

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

Parents will have access to the parent portal. Through these communication tools, parents can periodically monitor his/her child's own progress. The teacher will also provide individual students with missing assignments via gradebook. If the child is not meeting the standards, the parents can take necessary actions to ensure that their child meets class standards. Also, report card pick-up conferences, and newsletters, website, correspondence, and 5 week progress reports will be sent home

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

At the beginning of every school year, parents are invited to join the school Parent Advisory Council (PAC). The Annual Title I meeting will be held in September 2016 which will provide information on the school's Title I participation and educational progress and goals. Meetings are held periodically throughout the year. The Local School council (LSC) also invites parents and other stakeholders to the monthly meeting in order to keep them informed of events happening in the school. Throughout the year, the school communicates expectations to parents via parent newsletters,website, and district correspondence.

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

The school climate promotes students responsibility and active participation for their own academic achievement. The school will stress the importance of high academic achievement, good attendance, good behavior, and respect for school, staff, and self. Students are expected to maintain good attendance in order to learn good work and study habits,. Daily attendance of 95% or above are acknowledge each day and awarded with school supplies, extra recess, or popcorn and fruit snacks. Quarterly attendance and achievement are awarded in an assembly along with special incentives. Students are encouraged to monitor their progress through the student portal in gradebook as well as open lines of communication with all teachers. Incentives such as school supplies, honor roll/merit certificates and gift certificates are awarded to students that meet and exceed classroom standards. Also, students are expected to maintain a positive attitude and good behavior. Students and parents are encouraged to review and adhere to the student code of conduct book. Students will also be required to follow the school positive behavior support system. Incentives such as school supplies, gift card and citizenship certificates are awarded to students that exemplify positive behavior.

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.

Provide opportunities to parents in learning and developing skills that will support their relationship with their child and their child's school. Conduct workshops on practices that will assist parents in providing an effective family home environment. Work with the Parent Engagement Center in offering services and resources at a local level.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 660 .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)	$ 2000 .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.	$ 1000 .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.	$ 100 .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