



Augustus H Burley Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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Team meetings

Date	Participants	Topic
04/07/2018	Jenny Lynch, Amy Wiktor, Michele Timble, Toni Brew, Nick Giacobbe, Catherine Plocher, Amy Manata, Michelle Nash, Kate Nestler, Debbie King	CIWP Overview, SEF self-assessment
04/12/2018	Jenny Lynch, Amy Wiktor, Michele Timble, Toni Brew, Nick Giacobbe, Catherine Plocher, Amy Manata, Michelle Nash, Kate Nestler, Debbie King, Amber McLaughlin, Liz Wiedefreen	SEF self-assessment
04/21/2018	Michele Timble, Toni Brew, Catherine Plocher, Amy Manata, Michelle Nash, Kate Nestler, Debbie King, Amber McLaughlin, Liz Wiedegreen	Identify priorities, conduct root cause analysis and develop strategies for priority #1 and #2
04/26/2018	Michele Timble, Debbie King, Toni Brew, Amy Wiktor, Jenny Lynch, Amber McLaughlin, Nick Glacobbe, Amy Manata, Liz Wiedegreen, Michelle Nash, Kate Nestler, Catherine Plocher	Develop strategies
05/01/2018	Michele Timble, Debbie King, Toni Brew, Jenny Lynch, Amber McLaughlin, Michelle Nash, Kate Nestler, Catherine Plocher, Amy Manata, Amy Wiktor	Finalize strategies and action planning

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

1 2 **3** 4

Much of the work we do is aligned towards a specific vision but not necessarily communicated as effectively as it could be to the larger staff. This is evidenced by the leadership team members being surprised by lower ratings from non-ILT members during the self-assessment. In general, there is a building-wide understanding of the meaning and reasoning behind what we focus on and do. Many on the leadership team feel this area is a four but feedback from other staff indicates there is work to do on timely communication to the wider school community. There is evidence of shared leadership between admin and ILT. The ILT plans and executes teacher professional learning, research, develop, and model major school decisions etc. General culture of teachers is one that is dedicated to professional learning and growth. Internal accountability for this work is strong within teacher teams. Administration is focusing on expanded input into school wide problem-solving and decision-making processes.

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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**

- Master skills associated with large-scale strategic planning processes and implementation of such plans.
- Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

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

Score

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The ILT does a great deal of work in sharing responsibility of school-wide leadership, particularly in the realm of teacher professional learning. However, there is a growth focus for leadership committees. The ILT is working on providing more detailed and timely information about revisions of initiatives and newly researched practices. The ILT is transparent about its process and teachers have a shared voice in the creation of these plans through informal conversations and internal surveys. We will continue to grow in monitoring our goals for teacher practice growth and consistently cross-checking our assessments with other sources of data. High expectations are celebrated and the work here is challenging and appropriate which in turn makes it engaging.

## 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
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4d. Growing and Developing Professionally</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP
	A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ <a href="#">Instructional Leadership Team Planning Tools</a>
	✓ <a href="#">PLC and Mentoring Coaching Resources</a>

### 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.

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Burley maintains multiple robust professional learning systems (GLMs, TAR etc.). Teachers value and learn a lot from Teachers as Readers and opportunities to research, create, and reflect with each other. There is opportunity for growth in some places (e.g. induction and support for new teachers, peer observation etc.) Burley University is a successful induction structure that would be useful to extend throughout the school year. Grade level meetings, as part of PL cycle, have some areas to improve (has evolved over time, but not to a level that satisfies the high PL expectations that are the norm in the building). Within the structure of the grade level meetings, the focus is directed by teachers' feedback. We would like to grow the ownership for GLM conversations to teachers, so these times are lead by the teams themselves surrounding problem solving, student achievement, and curriculum development.

### Guide for Professional Learning

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

Score

1 2 **3** 4

Budget and CIWP are strongly connected. Scheduling maximizes instructional and planning time. Special education schedules are centered on student needs first, then logistical constraints. Partnerships with Apple, Rochelle Lee, Whole Foods, sustainability non-profits etc. all align with pieces of school's vision and mission. Standardized hiring processes are being revised and continually developed to address the needs and differences in the positions that become available. As people develop and implement their plans for their personal growth as educators, we need to explore avenues for providing identification and guidance to align individuals' professional goals to enhance school focus and goals.

### Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

1 2 **3** 4

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.

This is a very strong area overall for Burley. There are teacher-developed curriculum maps across all grade levels and subject areas. Teacher teams have also developed interdisciplinary unit plans and pacing guides that make use of strong curricular resources (Calkins Reading, Calkins Writing, Comprehension Toolkit etc.) without relying on them as a scripted curriculum. An area for growth is developing universal language for English Learner curricular supports. We would also like to increase and revise internal systems for supporting English Learners without any district funding or support. In addition, the team would like to review existing curriculum to assess its cultural relevance and free from bias, and incorporating multiple cultural viewpoints where possible (particularly in social studies). We need to look strongly at revising our topics and methods of delivery in order to ensure that the lens for the students to view the topics is accurate and informative.

### Guide for Curriculum

- **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- **Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students’ communities, culture, history, and language.**
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### Instructional Materials:

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

Score

1 2 3 4

This is an area of strength. Across the school, teachers make use of strong curricular resources (Calkins Reading, Calkins Writing, Comprehension Toolkit etc.) allowing teachers to create and revise a curriculum that is responsive to student and classroom needs. There are a wide variety of engaging, relevant and appropriate texts and other materials available for teachers and students. Still some edges of growth in middle school and primary in the area of integrating the use of technology into daily instruction. Our growth point will be continuing to create, communicate, and collaborate in ways that are only achieved through effective technology use.

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

- Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ Universal Design for Learning Guidelines 2.0</li> <li>✓ UDL PD Modules</li> <li>✓ CPS Integrated Library System (S.O.A.R.)</li> </ul>

### 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

In reading and writing, Burley consistently asks students to engage in challenging, standards-based tasks. Students are often asked to use their natural curiosity to guide their work and are asked to produce authentic work for audiences other than the classroom teacher. Based on classroom observations and student outcome data, there is evidence of variation between literacy and math and our goal is to grow more opportunities for execution of higher rigor tasks that are in the curriculum and can be created by staff.

### 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). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look for Observation Tool
✓	Checking In: Do Classroom Anticipations Reflect Today's Higher Standards?
✓	Student Work Protocol (SQAP)
✓	Slice Protocol – Looking at Student Work

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

Score

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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)

Burley has worked to improve equity of access by offering pre-Algebra and Algebra to all 7th and 8th grade students, because of the increase in attainment for incoming students. The school makes a significant effort to provide students and families with support related to high school transition. Each year, Burley holds informational meetings for 7th and 8th grade parents about the high school application process as well as one-on-one advising meetings for each 8th grade family. There are even more opportunities to build understanding of high school options and application planning of the regular school day (e.g. College Transition after school club). However, we would like to build more time for the work with students during the school day (and before 6-8th grade) in order to improve initiative, responsibility, and understand for all students and families attending Burley.

**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, CTE recruitment fairs, 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 CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Narrative Identity Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
<b>KNOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING</b>	
<ul style="list-style-type: none"> <li>✓ <a href="#">Reaching College</a></li> <li>✓ <a href="#">CPS Advisory Framework</a></li> <li>✓ <a href="#">Preventing college plans from melting away</a></li> <li>✓ <a href="#">To &amp; Through Project</a></li> <li>✓ <a href="#">Redefining College &amp; Career Readiness</a></li> <li>✓ <a href="#">College Scorecard</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS College Persistence Toolkit</a></li> <li>✓ <a href="#">Meaningful Linkages Between Summer Programs, Schools, and Community</a></li> <li>✓ <a href="#">From HS to the Future (CCAB, 2006)</a></li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

Score

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.

1 2 3 4

Burley has a very strong teaching corps with superior instructional skills - especially in Reading and Writing. This is evidenced by student performance data from NWEA, PARCC and other measures of performance. Teachers frequently monitor progress using classroom assessments and Fountas & Pinnell BAS throughout the year. Skillful implementation of the Workshop Model in both Reading and Writing ensures students build their identities as independent learners. All classrooms use a variety of instructional strategies that inquiry-based instructional approach Gaps: Student voice and choice, adjusting instruction, math discourse,

### 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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></li> </ul>

### 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

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Burley has done a lot of work in this area over the past 5-10 years, but it remains an area of growth for the school overall. Burley does use multiple measures (NWEA, PARCC, classroom assessments etc.) to monitor student learning. Burley has established common grading expectations categories and weights in each grade level and across grade bands. In developing these expectations, deliberate steps were taken to ensure that grades reflect academic achievement, rather than behavior or effort. Teachers are expected to, and follow these guidelines with fidelity. We are looking forward to focusing on revising the details, timing, and type of instructional unit based assessment opportunities. This practice with further align Burley's assessment practices vertically as well as horizontal to ensure the most informed and accurate classroom based grading reports possible.

### 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 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.
  - 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	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRF Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	<ul style="list-style-type: none"> <li>1.c. Selecting Learning Objectives</li> <li>1.e. Designing Student Assessment</li> <li>2.d. Using Assessment in Instruction</li> <li>4.a. Reflecting on Teaching &amp; Learning</li> <li>4.b. Maintaining Accurate Records</li> </ul>
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a></li> <li>✓ <a href="#">Assessment Design Toolkit</a></li> <li>✓ <a href="#">Teacher Made Assessment Basics</a></li> <li>✓ <a href="#">Grading principals and guidelines</a></li> <li>✓ <a href="#">Great Schools Partnership –Grading + Reporting</a></li> </ul>

### Multi-Tiered System of Supports:

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

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Burley has strong Tier 1 instruction in place, as evidenced by student performance on NWEA and PARCC. In addition, the core components of MTSS are in place in the building, including robust Tier 2 and 3 intervention support systems (particularly in Reading). Intervention providers consistently monitor progress of students receiving Tier 2 and 3 intervention support and actively cycle students in and out of interventions as needed, based on their progress. Our next edges of growth include documenting the systems of MTSS processes that already exist to create efficiency and easy in accessing the building-wide system when needed. We continuously reflect upon and revise universal proactive progress monitoring avenues for students in need.

### Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

1 2 3 4

Students care deeply about meeting requirements, the grades they achieve, and improving the quality of their work. We are consistently growing our student effectiveness around internalizing habits and taking ownership and responsibility for high quality execution of learned strategies and skills. Burley distributes universal communication that is articulate how expectations align with how grades are earned. We continue to build student understanding through feedback, reteaching, and implementation of high quality rubrics in all subject areas.

### Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQR Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### 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

Staff-student interactions are respectful and nurturing. All classrooms maintain class meetings on a weekly basis and focus on the different strands of social emotional learning (self awareness, social awareness, responsible decision making, self management, relationship skills) All staff use restorative language and encourage students to problem solve in constructive ways. Overall, student interactions with one another are supportive and respectful. Burley as begun to implementation student leadership opportunities. We are focusing growing, revising, and extending opportunities for student and teacher feedback in the roles students play around the building. In the upcoming school year we are poised to establish a sustainable system for teacher peer observation, collaboration, and professional growth in areas that staff identify for themselves.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.

- Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

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

Score

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

1 2 **3** 4

Inquiry-driven civic action is evident with students in letter writing campaigns, fundraising to support classmates and the community, and communicating the importance of caring about a topic. There is a Community Service Club, Student Council, and over 50+ after school clubs for students to select areas they feel passionate about and want to continue exploring. There are a few more options for student choice and leadership in the upper grades (ie. student council, sports, etc.) than in the

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline

- specific goals, implement a response, and reflect before, during and after experiences.
- Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics culture**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>▪ IJVNS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVCs)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

Burley has common expectations for transitions throughout building and classrooms, children make safe choices as a result of common language that results in very few office referrals because of low incidents. Each staff member also reinforces a culture of collective responsibility that creates learning spaces for introverts and extroverts. There are processes and procedures for parent and visitor entry and exit in the building but enforcement of these procedures has been inconsistent over time. Students are involved in creating classroom expectations and compacts for behavior at the beginning of the year. We implement restorative discipline practices and proactively problem-solve with students. We implement building wide check in check out systems when needed with students to build relationships and positive behaviors.

## 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.
- **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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/pdf)</a></li> </ul>

### Restorative Approaches to Discipline:

Score

1 2 3 4

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

We are revising and improving our restorative discipline practice efforts as a staff. Staff members consistently use positive, restorative discipline approaches with success. Primary grades classrooms have peace tables and students engage in student-led conflict resolution. Logical consequences and root causes analysis are used but could be more consistent across grade bands to solve discipline and behavior-related problems. Burley is in the process of creating universal behavior expectations for common student times.

### Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

### Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Parents are an integral part of the Burley school community. Parents are often in and around the school building, coordinating and leading school events and supporting teachers in their classrooms. Burley administration solicits feedback and engages the community through Principal Coffee Talk, classroom newsletters, web sites, and weekly email communication. Burley maintains active PTA, LSC, Friends of Burley, and Room Parents to provide, plan, and articulate classroom activities and events We also utilize our Friends of Burley (fall social, walk-a-thon, winter fundraiser) to engage our student and parent population to support school operations, instructional programs and community partnerships

### Guide for Parent and Family 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)
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
Burley student attainment outpaces the national attainment norms and therefore our growth norms will be more challenging to meet, for that reason they are increase by a stable amount.	83.00	79.00	79.00	81.00	83.00
<b>National School Growth Percentile - Math</b>					
After the reduced growth from 95% of learners to 69% of learners in the area of Math, Burley set the goal to grow within a conservative percentage to create sustainable practices that will encourage the continual growth of students in the area of math.	95.00	69.00	71.00	73.00	75.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
After the reduced overall growth from 72.8% of learners to 65.5% of learners exceeding national average growth, Burley set the goal to grow within a conservative percentage to create sustainable practices that will encourage the continual growth of students in both core content areas.	72.80	65.50	68.00	70.00	72.00
<b>African-American Growth Percentile - Reading</b>					
There is not a large enough data set at Burley to record this information with validity	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
Burley saw a large gain in growth with the subset of Hispanic learners, so there is a reasonable assumption that there will be a bit of normalization in the next year. Burley's goal is to stabilize the growth first and then continue to execute heightened growth in this subset of learners.	56.00	87.00	70.00	72.00	74.00
<b>English Learner Growth Percentile - Reading</b>					
There is not a large enough data set at Burley to record this information with validity	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					
After the reduced overall growth from 85% of diverse learners to 73% of diverse learners exceeding meeting their growth targets, Burley set the goal to grow within a conservative percentage to create sustainable practices that will encourage the continual growth of diverse learners at a pace that is reasonable for those students and still takes into consideration their abilities.	85.00	73.00	75.00	77.00	79.00
<b>African-American Growth Percentile - Math</b>					
There is not a large enough data set at Burley to record this information with validity	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>					
After the reduced overall growth in this subset of students from 94% of to 77% meeting their growth targets, Burley set the goal to grow within a conservative percentage to create sustainable practices that will encourage the continual growth of this subset of learners in math at a pace that is reasonable for those students.	94.00	77.00	79.00	81.00	83.00

**English Learner Growth Percentile - Math**

There is not a large enough data set at Burley to record this information with validity	(Blank)	(Blank)	0.00	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

After the reduced overall growth from 94% of diverse learners to 9% of diverse learners exceeding meeting their growth targets, Burley set the goal to grow within a conservative percentage to create sustainable practices that will encourage the continual growth of diverse learners at a pace that is reasonable for those students and still takes into consideration their abilities.	94.00	9.00	50.00	52.00	54.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Burley student attainment outpaces the national attainment norms due to our quality tier I instruction. We will continue to revisit our instruction to make minor changes. Burley intends to maintain our high achievement and for that reason our goals are to increase by a minor but stable amount.	97.00	97.00	98.00	99.00	99.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Burley student attainment outpaces the national attainment norms due to our quality tier I instruction. We will continue to revisit our instruction to make minor changes. Burley intends to maintain our high achievement and for that reason our goals are to increase by a minor but stable amount.	96.00	95.00	97.00	98.00	99.00
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**National School Attainment Percentile - Reading (Grade 2)**

Burley student attainment outpaces the national attainment norms due to our quality tier I instruction. We will continue to revisit our instruction to make minor changes. Burley intends to maintain our high achievement and for that reason our goals are to increase by a minor but stable amount.	96.00	99.00	99.00	99.00	99.00
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**National School Attainment Percentile - Math (Grade 2)**

Burley student attainment outpaces the national attainment norms due to our quality tier I instruction. We will continue to revisit our instruction to make minor changes. Burley intends to maintain our high achievement and for that reason our goals are to increase by a minor but stable amount.	83.00	89.00	92.00	94.00	96.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

There is not a significant data set at Burley with less than 10 students still requiring the ACCESS test.	50.00	(Blank)	85.00	85.00	85.00
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**Average Daily Attendance Rate**

Burley student attendance outpaces the national and district norms due to our quality tier I instruction, inquiry based learning, and active parent base. We will continue to strengthen our instruction and community inclusionary practices to encourage student attendance each day. Burley intends to maintain our high achievement in this area and for that reason our goals are to increase by a minor but stable amount.	96.70	96.40	97.00	97.00	97.00
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**My Voice, My School 5 Essentials Survey**

Burley intends to maintain our well organized status. We will continue to read, investigate, and refine our use of trust building measures throughout the building and build our restorative practice abilities.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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## Strategies

### Strategy 1

If we do...

revisit and strengthen our learning progression in Reading workshop (PK-8) to improve vertical alignment across grade levels

...then we see...

greater cohesion across grade levels, more consistent pacing and well-aligned expectations of tasks and habits across grade levels

...which leads to...

increased student engagement in tasks and ownership of learning.

Tags:

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Complete reading teacher survey about problems of practice around foundational pieces related to Reader's Workshop	All teachers	Apr 15, 2018 to May 15, 2018	Completed
Compile data from survey to identify common problems of practice	Curriculum team	May 15, 2018 to Jun 1, 2018	Not started
Use qualitative and quantitative data to select an area of focus within our current reading instructional practices to research and enhance.	Curriculum team	May 15, 2018 to Jun 1, 2018	Not started
Select, read, and implement applicable ideas from selected text for Teachers As Readers for fall of school year 2018-2019	All staff	Jun 24, 2018 to Jul 31, 2018	Not started
Develop year-long PD plan related to establishing learning progression in Reading (including data collection, implementation, review, and revision)	Curriculum team Administration	Jun 24, 2018 to Jul 31, 2018	Not started
Launch fall Teacher As Readers book and professional learning concept at back to school PD.	Curriculum team	Aug 26, 2019 to Aug 31, 2019	Not started
Conduct 4 GLM meetings related to vertical alignment of expectations and Reading Workshop practices in Reading.	All staff	Jan 7, 2019 to May 31, 2019	Not started
Reflect upon and revise reading workshop components currently articulated in the Burley Curriculum Binder.	All staff	Jun 17, 2018 to Jun 22, 2020	Not started
Form an internal study groups of teachers to improve specific reading workshop practices by visiting classrooms, discussing, and collaborating around practice.	Self selected Staff	Sep 1, 2018 to Jun 28, 2019	Not started

### Strategy 2

If we do...

an assessment inventory and revise

...then we see...

more balanced and consistent assessment and

...which leads to...

teachers and students having a better

assessment plans to better align to best practice and learning objectives

grading practices and greater cohesion in assessment practices across grade levels

understanding of students' knowledge and skills in relation to grade level learning goals, more effective instruction and increased student learning.

Tags:

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Status
Identify/inventory current assessments used in your classroom by looking at 2017-2018 gradebook use.	All teachers	Aug 26, 2018 to Aug 31, 2018	Not started
Discuss and align quality of grade level based assessments (1 Grade Level Meeting per quarter in SY2018-19)	Grade level teams	Sep 3, 2018 to Jun 28, 2019	Not started
Create assessment profiles for each subject that include assessment, rubric for, category of, timeline of per unit, per quarter (SY2018-19)	Grade level teams	Sep 3, 2018 to Jun 28, 2019	Not started
Select a Teachers As Readers text around assessment	Curriculum Team	Jun 30, 2019 to Jul 31, 2019	Not started
Engage in professional reading about high quality assessment practice during Teachers As Readers	All teachers	Feb 7, 2020 to Feb 7, 2020	Not started
Create common definition of what a high quality assessment practice includes	All teachers	Aug 25, 2019 to Nov 29, 2019	Not started
Align assessments vertically by subject in grade level meetings	Grade level teams	Dec 1, 2019 to Feb 7, 2020	Not started
Revise and finalize assessment plans at for each grade level/unit	Grade level teams	Feb 7, 2020 to Jun 26, 2020	Not started

### Strategy 3

If we do...

...then we see...

...which leads to...

revisit and develop building-wide expectations for student behavior and engage in professional learning and targeted coaching around behavior management (both proactive and reactive) for staff

increased alignment among teachers and staff around expectations for and responses to student behavior

improvements in student behavior and greater collective responsibility for maintaining positive school climate and culture

Tags:

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Status
Select and assign summer professional text on classroom management and positive discipline	Curriculum team	Jun 30, 2018 to Aug 31, 2018	Not started

Complete summer reading of professional text on classroom management and positive discipline	All staff	Jun 30, 2018 to Aug 31, 2018	Not started
Conduct initial norming/expectation-setting session on management, values, and school wide expectations.	All staff	Aug 26, 2018 to Aug 31, 2018	Not started
Develop Burley Culture/Climate Committee that focuses on school-wide alignment and development of expectations around management (proactive and reactive)	Culture/Climate Committee	Sep 1, 2018 to Oct 31, 2018	Not started
Add Burley Expectations section to Burley Binder and add norms documents to section as created.	Culture/Climate Committee All staff Administration	Sep 1, 2018 to Jun 30, 2020	Not started
conduct a study of tier 1 Social Emotional Learning lessons that are in place in each grade level and give each other feedback on	All teachers	Feb 2, 2019 to Jun 30, 2019	Not started
Form a group of teachers who want to improve their practice around expectations/management by visiting classrooms, discussing, and collaborating around practice.	Select teachers	Feb 2, 2019 to Jun 30, 2020	Not started

#### Strategy 4

If we do...

...then we see...

...which leads to...

In alignment with our Magnet Cluster focus, increase teacher capacity to integrate technology to promote and strengthen collaboration, communication, qualitative assessment, and differentiation, and to build our reading and inquiry communities. In alignment with the ISTE standards, build student capacity to effectively communicate learning through authentic multimedia genres and participate effectively and responsibly in digital learning communities.	Students skillfully select from a range of digital tools and use technology to share what they know and collaborate with others. Students engage in meaningful online communities to support their inquiry and independent reading lives. Teachers use common language, tools, and expectations for teaching and assessing digital work products across the grades. Digital student work informs instruction and offers rich qualitative data for assessment.	By 2020, 90% of students identify 2 ways to use technology to share their learning. By 2020, 85% of students in 1:1 classrooms attain 80% on teacher-created assessments of at least one technology project.
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Tags:

Professional development, Differentiated instruction, Collaboration, Technology integration

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Develop a bank of project samples for book recommendations and inquiry projects, create tutorials and supportive documentation/graphic organizers, and create baseline rubrics/checklists for evaluating each digital project type.	Technology Committee, Technology Specialist/MCLT	Jul 15, 2018 to Jan 31, 2020	Not started
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#### Differentiation, Authentic audiences, Creativity

Map which projects/products are introduced in classrooms and technology class at different grades .	Technology Specialist/MCLT	Sep 3, 2018 to Jun 12, 2020	Not started
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#### Technology integration

At four grade level meetings or professional development sessions per year, facilitate grade level team reflection and goal-setting about technology integration using a school-authored checklist.

Technology Committee, Technology Specialist/MCLT, Administration

select

Not started

**Professional development, Teacher reflection**

Build a student-led Book Buzz blog and provide instruction for all students in grades 2-8 to create and share digital recommendations of favorite books.

Technology Specialist/MCLT, Student Book Buzz team

Aug 1, 2018 to Dec 20, 2019

Not started

**Collaboration, Digital communities, Culture of literacy, Magnet cluster**

Create digital displays in classrooms and hallways to showcase student work and extend the audience for students' creativity, ideas, information, and advocacy.

Technology Committee, Technology Coordinator and Tech Specialist/MCLT

Sep 3, 2018 to May 22, 2020

Not started

**Authentic audiences, Magnet cluster**

Allocate funds and purchase equipment as needed to maintain 1:1 device to student ratio in grades K-8.

Administration

Jul 15, 2018 to Jun 19, 2020

Not started

**Technology**

**Action Plan**

**Strategy 1**

NOT STARTED

Select, read, and implement applicable ideas from selected text for Teachers As Readers for fall of school year 2018-2019"  
Jun 24, 2018 to Jul 31, 2018 - All staff

**Status history**



NOT STARTED May 15, 2018 Evidence

COMPLETED

Complete reading teacher survey about problems of practice around foundational pieces related to Reader's Workshop"  
Apr 15, 2018 to May 15, 2018 - All teachers

**Status history**



COMPLETED May 15, 2018 Evidence

NOT STARTED

Compile data from survey to identify common problems of practice"  
May 15, 2018 to Jun 01, 2018 - Curriculum team

## Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED

Develop year-long PD plan related to establishing learning progression in Reading (including data collection, implementation, review, and revision)"

Jun 24, 2018 to Jul 31, 2018 - Curriculum team Administration

## Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED Launch fall Teacher As Readers book and professional learning concept at back to school PD."

Aug 26, 2019 to Aug 31, 2019 - Curriculum team

## Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED Conduct 4 GLM meetings related to vertical alignment of expectations and Reading Workshop practices in Reading."

Jan 07, 2019 to May 31, 2019 - All staff

## Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED

Use qualitative and quantitative data to select an area of focus within our current reading instructional practices to research and enhance."

May 15, 2018 to Jun 01, 2018 - Curriculum team

## Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED Reflect upon and revise reading workshop components currently articulated in the Burley Curriculum Binder."

Jun 17, 2018 to Jun 22, 2020 - All staff

## Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED

Form an internal study groups of teachers to improve specific reading workshop practices by visiting classrooms, discussing, and collaborating around practice."

Sep 01, 2018 to Jun 28, 2019 - Self selected Staff

## Status history



NOT STARTED

May 15, 2018  
**Evidence**

## Strategy 2

NOT STARTED

Identify/inventory current assessments used in your classroom by looking at 2017-2018 gradebook use."

Aug 26, 2018 to Aug 31, 2018 - All teachers

## Status history



NOT STARTED

May 15, 2018  
**Evidence**

NOT STARTED

Discuss and align quality of grade level based assessments (1 Grade Level Meeting per quarter in SY2018-19)"

Sep 03, 2018 to Jun 28, 2019 - Grade level teams

## Status history



NOT STARTED

May 15, 2018  
**Evidence**

NOT STARTED

Create assessment profiles for each subject that include assessment, rubric for, category of, timeline of per unit, per quarter (SY2018-19)"

Sep 03, 2018 to Jun 28, 2019 - Grade level teams

## Status history



NOT STARTED

May 15, 2018  
**Evidence**

NOT STARTED

Select a Teachers As Readers text around assessment"

Jun 30, 2019 to Jul 31, 2019 - Curriculum Team

## Status history



NOT STARTED

May 15, 2018  
**Evidence**

NOT STARTED

Create common definition of what a high quality assessment practice includes"

Aug 25, 2019 to Nov 29, 2019 - All teachers

### Status history



NOT STARTED

May 15, 2018

**Evidence**

NOT STARTED

Align assessments vertically by subject in grade level meetings"

Dec 01, 2019 to Feb 07, 2020 - Grade level teams

### Status history



NOT STARTED

May 15, 2018

**Evidence**

NOT STARTED

Engage in professional reading about high quality assessment practice during Teachers As Readers"

Feb 07, 2020 to Feb 07, 2020 - All teachers

### Status history



NOT STARTED

May 15, 2018

**Evidence**

NOT STARTED

Revise and finalize assessment plans at for each grade level/unit"

Feb 07, 2020 to Jun 26, 2020 - Grade level teams

### Status history



NOT STARTED

May 15, 2018

**Evidence**

## Strategy 3

NOT STARTED

Select and assign summer professional text on classroom management and positive discipline"

Jun 30, 2018 to Aug 31, 2018 - Curriculum team

### Status history



NOT STARTED

May 15, 2018

**Evidence**

NOT STARTED

Complete summer reading of professional text on classroom management and positive discipline"

Jun 30, 2018 to Aug 31, 2018 - All staff

### Status history



May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED Conduct initial norming/expectation-setting session on management, values, and school wide expectations."  
Aug 26, 2018 to Aug 31, 2018 - All staff

### Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED Develop Burley Culture/Climate Committee that focuses on school-wide alignment and development of expectations around management (proactive and reactive)"  
Sep 01, 2018 to Oct 31, 2018 - Culture/Climate Committee

### Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED Add Burley Expectations section to Burley Binder and add norms documents to section as created."  
Sep 01, 2018 to Jun 30, 2020 - Culture/Climate Committee All staff Administration

### Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED conduct a study of tier 1 Social Emotional Learning lessons that are in place in each grade level and give each other feedback on"  
Feb 02, 2019 to Jun 30, 2019 - All teachers

### Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

NOT STARTED Form a group of teachers who want to improve their practice around expectations/management by visiting classrooms, discussing, and collaborating around practice."  
Feb 02, 2019 to Jun 30, 2020 - Select teachers

### Status history

May 15

NOT STARTED May 15, 2018  
**Evidence**

Strategy 4

NOT STARTED

Develop a bank of project samples for book recommendations and inquiry projects, create tutorials and supportive documentation/graphic organizers, and create baseline rubrics/checklists for evaluating each digital project type."

Jul 15, 2018 to Jan 31, 2020 - Technology Committee, Technology Specialist/MCLT

### Status history



NOT STARTED

May 15, 2018  
**Evidence**

NOT STARTED

Map which projects/products are introduced in classrooms and technology class at different grades ."

Sep 03, 2018 to Jun 12, 2020 - Technology Specialist/MCLT

### Status history



NOT STARTED

May 15, 2018  
**Evidence**

NOT STARTED

At four grade level meetings or professional development sessions per year, facilitate grade level team reflection and goal-setting about technology integration using a school-authored checklist."

- Technology Committee, Technology Specialist/MCLT, Administration

### Status history



NOT STARTED

May 15, 2018  
**Evidence**

NOT STARTED

Build a student-led Book Buzz blog and provide instruction for all students in grades 2-8 to create and share digital recommendations of favorite books."

Aug 01, 2018 to Dec 20, 2019 - Technology Specialist/MCLT, Student Book Buzz team

### Status history



NOT STARTED

May 15, 2018  
**Evidence**

NOT STARTED

Create digital displays in classrooms and hallways to showcase student work and extend the audience for students' creativity, ideas, information, and advocacy."

Sep 03, 2018 to May 22, 2020 - Technology Committee, Technology Coordinator and Tech Specialist/MCLT

### Status history



NOT STARTED May 15, 2018  
Evidence

NOT STARTED Allocate funds and purchase equipment as needed to maintain 1:1 device to student ratio in grades K-8."  
Jul 15, 2018 to Jun 19, 2020 - Administration

## Status history

May 15

NOT STARTED May 15, 2018  
Evidence

### Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## ESSA Program

ESSA 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.

ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

#### Parent and Family Engagement Policy

Complete

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

n/a -we do not receive NCLB/Title 1 funding

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in

ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

n/a -we do not receive NCLB/Title 1 funding

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

n/a -we do not receive NCLB/Title 1 funding

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.

n/a -we do not receive NCLB/Title 1 funding

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.

n/a -we do not receive NCLB/Title 1 funding

Schools will assist parents of participating ESSA 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.

n/a -we do not receive NCLB/Title 1 funding

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

n/a -we do not receive NCLB/Title 1 funding

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

n/a -we do not receive NCLB/Title 1 funding

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

n/a -we do not receive NCLB/Title 1 funding

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

n/a -we do not receive NCLB/Title 1 funding

#### Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement 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 -we do not receive NCLB/Title 1 funding

School-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.)

n/a -we do not receive NCLB/Title 1 funding

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.

n/a -we do not receive NCLB/Title 1 funding

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

n/a -we do not receive NCLB/Title 1 funding

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

n/a -we do not receive NCLB/Title 1 funding

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

n/a -we do not receive NCLB/Title 1 funding

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

n/a -we do not receive NCLB/Title 1 funding

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

n/a -we do not receive NCLB/Title 1 funding

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).

n/a -we do not receive NCLB/Title 1 funding

Parent Budget

Complete

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

n/a -we do not receive NCLB/Title 1 funding

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s) Description

Allocation

51130,	<b>Teacher Presenter/ESP Extended Day</b>	\$	0	.00
52130	For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.			

53405	<b>Supplies</b>	\$	0	.00
	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.

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53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

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54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

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54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

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<p>&lt;p&gt;54205&lt;/p&gt;</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

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<p>&lt;p&gt;54565&lt;/p&gt;</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

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<p>&lt;p&gt;53510&lt;/p&gt;</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

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53306	<b>Software</b> Must be educational and for parent use only.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

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55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			