



Daniel Boone Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
12/05/2017	MTSS/ILT Team, Additional Teachers	Data Review and Problem Solving Process
01/18/2018	MTSS/ILT Team	SEF Review & Discussion, potential priority areas
02/02/2018	Support Staff (SECAs, TAs, Office Staff)	SEF Review & Discussion, potential priority areas
02/15/2018	MTSS/ILT Team	Priority Areas, Brainstorm Action Steps
03/15/2018	MTSS/ILT Team	Priority Areas, Brainstorm Action Steps
04/03/2018	Teacher Teams (at Grade Level meetings all week)	Feedback from ILT/MTSS sessions, Brainstorm additional potential Action Steps
04/05/2018	Parents	Feedback from ILT/MTSS sessions, Brainstorm additional potential Action Steps
04/12/2018	MTSS/ILT Team	Synthesis and Action Steps
04/13/2018	Arts Team & Teachers from K-8	Synthesis and Action Steps

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

At Boone, we aim to develop a strong system of leadership and collective responsibility among the school staff. The administration, MTSS Team, and teacher leaders work together to create CIWP goals, build professional development experiences. Additionally, Boone holds monthly meetings centering on Mathematics, RtI and PBS (Boone Cares), through which team leaders provide feedback, based on information gathered from grade level teams. Teacher leaders from the MTSS team, RP Cohort, RtI, Counseling, and other teams take responsibility for leading the majority of the weekly grade level meetings.

At Boone, we strive to provide leadership opportunities for students through numerous programs: Boone TV, Boone Wellness Ambassadors, and the Boone Care Committee, just to mention a few. These programs offer opportunities for students to plan and lead initiatives, including student-centered activities and fundraisers.

Areas we will continue to develop: Use staff feedback via formal surveys and informal dialogue to determine next steps. Administration and teacher leaders take teacher feedback and create action plans to address challenges and barriers.

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

At Boone we have a multi-disciplinary team that participates in our MTSS process. All grade bands are represented, as well as Special Education, Bilingual, the Expressive Arts, and Counseling. We meet on a monthly basis with the intent of improving teaching and learning with our school-wide focuses (instruction, student voice, and restorative practice). We identify current and future instructional priorities, review data, gather evidence, and propose solutions. We delegate action items to MTSS leads to share and discuss at weekly grade level meetings (GLM). The MTSS team collaborates to set the agendas for professional development throughout the year.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

Boone continues to select and design professional learning opportunities that focus on the complexities of teaching and the knowledge and skills needed to address students' needs. Professional learning at Boone currently includes PD days, Flex Day PDs, Grade Level Meetings, Team Meetings, Lesson Study, PLCs, Network Literacy and STEM Summits, Expressive Arts/Tech District PDs. Professional learning sessions are monitored for their effectiveness and relevance via staff surveys, grade level meetings, team meetings, and MTSS meetings. Professional learning opportunities and resources are also promoted through staff bulletins, staff emails, lesson study, grade level meetings, and summit teach-backs. Recent PD topics include: Restorative Practice; Agency, Authority, Identity; Argumentative Writing/Claim, Evidence, Reasoning; SEL; Student Led Conferences; Progress Monitoring; School Climate and Culture, Co-Teaching; English Language Proficiency Standards/WIDA; Sped. Referral and Intervention Process; Use of Movement/Brain Breaks; Technology Integration (Ex. Class Dojo, Web-based STEM tasks and resources - Ex. Which One Doesn't Belong); and Collaborative Planning.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

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

Boone School has made a concerted effort over the two years to effectively schedule the instructional day to enhance the differentiated instructional needs of our students. Within the day we created formal space for a differentiated block which we call the guided reading block (K-4), and Learning Communities (5-8). The differentiated block is a school wide time when the need of each individual student is considered, and instruction is designed to target a specific area of need, including our English Language Learners and students with disabilities.

To enhance our teaching and learning our professional development time for the last two years has been focused on the instructional priorities that we identified in our previous CIWP. Specifically, our PD's have addressed, Writers' Workshop, Reader's Workshop, guided reading, SEL, and Ex Arts.

At Boone we see our staff as our most important resource. Our faculty is a committed group of teachers and learners. We have many veteran teachers, as well as many teachers with specialized training in multiple areas (content, language learners, special education, and SEL). Teachers at Boone are involved at most levels of decision making from curricular, budgetary, and staffing.

At Boone we have have partnered with WRPASP, Joffery Ballet, Chicago Children's Choir, and Lurie Children's Hospital. This is an area that we might consider developing even further in order to meet the many needs of our students and their families.

Areas to develop: improving structures that support guided reading across the grades and learning communities in grades 5-8). Teachers require additional training in guided reading, as well as access to resources that support this program. Many staff have expressed that Learning Communities require continued fine-tuning to ensure efficient use of time. Teachers who teach Learning Communities require additional resources.

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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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.

At Boone we have spent the last several years aligning our literacy and math curriculums to the CCSS. Our grade level teams are released three times during the school year to develop and align curriculum. In addition, we meet weekly within grade bands to discuss curriculum and instructional strategies. With the help of the Expressive Arts we are constantly striving to integrate in the curriculum inquiry and essential questions on a daily basis. All diverse, English language, and advanced learners have access to the curriculum with differentiated instruction.

In the primary grades we formally adopted Writers Workshop and International Math, as well as worked to develop our guided reading programs. The Middle School grades are rigorously following ThinkCERCA lessons to encourage students to write with clarity as they find their own voice and focus in organized guided lessons. School wide we have adopted a supplementary web based math program called ST Math, and a supplementary literacy program called Lexia. The ELL students use Rosetta Stone as a building vocabulary model towards English proficiency.

At Boone we continue to work on vertical alignment and using technology to its fullest potential. It is consensus that we need more technology put into the hands of the students to use in multi-disciplinary ways.

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

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

Overall, the technology programs (ThinkCERCA, Lexia, ST Math, for example), across all grade levels, have been successful and effective in supporting the curriculum. However, primary level would like training in the technology support programs they use, as well as additional iPads and headphones. Also, make sure subscriptions are renewed.

Materials need to be replenished and updated for all grade levels for ELL and diverse learners. In regards to 7th and 8th grade science, books need to be aligned with Next Generation Science and CCSS.

We have continued to incorporate programs such as Lexia and ST MATH (mostly in primary and middle grades) successfully. We have attended training sessions on Lexia that have informed teachers on small group instruction and differentiation. We now offer coding classes to primary through Ex Arts.

We are now in real need of purchasing more ipads/carts as the current inventory is being heavily used by multiple classrooms, additionally, many ipads have been either damaged or are malfunctioning, and therefore the actual number of ipads that can be used isn't enough. Primary would prefer the use of earplugs instead of headphones (for sanitary reasons).

We have increased instruction utilizing non-fiction books/texts to support argumentation across the content areas.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.

- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

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

Teams meet on a regular basis, either within or across grade levels to examine and assess student work for rigor. The data collected from these meetings informs future planning and instruction. It would, however, be helpful to meet as a full faculty to share and examine student work across all grade levels and content areas.

Teachers continue to meet on a regular basis to examine student work. Additionally, now that we have adopted argumentation as the common structure to express critical thinking and reasoning, teachers work on a timeline for each quarter in argumentative writing on different content areas. At the end of the quarter, grade levels meet specifically to examine student work following a certain protocol.

Staff has attended workshops that have focused on sharing ideas/activities that provide students with more opportunities to develop agency, ownership, identity and encourage them to increase leadership in their learning and contribute to exploration and creativity. Through these workshops teachers have started to incorporate frameworks/protocols such as TRU Math, Math Talks in their instruction.

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"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Observation Tool ✓ Checking In: Do Classroom Antecedents Reflect Today's Higher Standards? ✓ Student Work Protocol (SQAP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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

Instruction at all grade levels at Boone is carefully designed to provide a foundation for all students that prepares them academically and socially-emotionally for life transitions, including high school and preparation for college and careers.

Interpersonal skills are key to success in life transitions and any career. At Boone we spend a great deal of time working with students to develop coping, positive problem solving, and strong interpersonal communication skills. All of these skills are supported by the "Boone 5" dispositions, which are emphasized school-wide. For grades K-4, students engage with the 2nd Step SEL curriculum. In grades 5-8, students are part of regular Classroom Circles focused on clear communication, problem-solving, and building coping skills.

All 6-8th graders participate in the "Naviance" college and career readiness curriculum. This is a web-based program that addresses personal interests, career options, and future planning.

Our 6-8th grade students then participate in a career exploration unit to expose them to different educational pathways and possibilities for their future. Their research and writing assignments in this unit culminate in a Career Day, featuring interviews with professionals in varied fields.

Students in the upper grades also have available to them a one-to-one mentoring program in which interested students are partnered with a staff member for academic and social-emotional support.

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 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - 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"> ✓ Data on college visits and college fair information ✓ Naviance Identity Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
HOW/WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCAB, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK 17

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by

Score

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.

Our staff continues to focus on improving the quality of instruction in all classes at Boone. Teachers are flexible and can shift from one approach to another in serving our diverse population of students. Staff members continuously seek to improve teaching skills by participating in professional development opportunities both on and off campus. There is consistent, scheduled collaborative planning that includes looking at student work, sharing resources, and reflecting on instructional strategies. Staff participates in peer observations, weekly discourse, and lesson and unit development. Leadership has supported this collaboration by providing sub coverage as needed. Most recently literacy instruction has focused on informational text, Social Studies integration, Writing Workshop, student conferences, argumentative writing, mentor texts, novel study, and strategies to increase student voice and discourse. STEM instruction has focused on the TRU Dimension Framework for developing powerful learning environments. This year's focus has been on building Agency, Authority, and Identity in our classrooms, with particular attention on increasing student discourse and inquiry with strategies like Think, Pair, Share and Image Inquiry with 3 Act Math videos. Additionally, NGSS and the engineering design process are promoted through applied, student centered, project based learning. Instructional strategies like Engage, Explore, Reflect and Zoom In - I Notice, I Think, I Wonder are used in science to encourage inquiry into science phenomena. Coding has been added to our expressive arts offerings, and expressive arts integration continues to develop at Boone.

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

Balanced Assessment & Grading:

Score

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.

1 2 **3** 4

At Boone teachers use multiple means of assessment including formative assessments to inform teaching and improve learning. Teachers use summative assessments in order to evaluate student progress throughout the year. Teachers use benchmark assessments in order to provide targeted instruction to multiple learning groups.

Teachers also use standardized as well as teacher-created assessments. Teachers meet regularly to review assessment data to inform their next instructional steps. This past year, we worked on revising our grading scale to more fairly and accurately represent student achievement levels.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design 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	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	1.c. Selecting Learning Objectives
CPS Framework for Teaching	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

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

1 2 3 4

Our primary grades have established a strong core curriculum and systems of support that include guided reading, reading and writing workshop, Heggerty Phonics, Foundations, Project Boost, guided math groups, Lexia, and ST Math. One area that we would like to improve upon would be vertical alignment of a math curriculum.

At Boone, in 5th-8th grade we have created a dedicated Learning Community instructional period where students receive targeted math and language arts instruction to support individual academic progress. For students who have mastered core content, they receive enrichment instruction. Other students may need some remediation to facilitate their mastery of core reading, writing or math content. The Learning Community time allows for increased individualization of instruction to meet students where they are at and to support them moving forward in their academic achievement.

At Boone in grades k-4, we implement the Second Step curriculum. Through this curriculum we explicitly teach issues related to the social emotional development of our students. The K-4 classrooms teach Second Step lessons weekly. We have replaced Second Step Lessons with weekly classroom circles in grades 5-8. Classroom circle topics address social emotional development issues that are timely for our students. In addition to focusing on social emotional development, circle time allows for community building, student engagement and constructive problem solving between and among peers. As a school we are linked together by five common core values known as the Boone 5: Be responsible, Be respectful, Be Safe, Be Caring, Be Your Best. This common vocabulary is taught throughout the school. In partnership with the Boone 5, we have introduced the acronym SPACE-Self-Awareness, Positive Growth, Accountability, Communication, Empathy to all students within the building to promote reflection of the following words when utilizing restorative practices.

In regards to the core curriculum Boone has adopted a growth mindset approach. This encourages students to set positive goals (Can Do/Not Yet), and self assess their academic and personal goals. Teachers were provided a motivational professional development day at the beginning of the school year which included, but was not limited to these principles.

There is a whole school initiative to increase and maintain a healthy student attendance rate. Each grade level is given time to review Behavior, Attendance, Grades (BAG Data) every 5 weeks at grade level meetings. Teachers are encouraged to contact parents when concerns arise in the above stated areas. If behaviors, absenteeism and/or grades become chronic or problematic administration will step in and complete a home visit when necessary. The Behavioral Health Team (BHT) of incidents and allow us, as a school, to flag students with chronic behaviors that might negatively impact their academic growth. Teachers can use this to also track student absences, etc. Other all school attendance incentives are: Boonie and Geoffery in the classroom with highest attendance, certificates on doors, shout-outs in daily announcements, Student of the Month Award and Perfect Attendance Award at semester's end, planned quarterly activities for perfect attendance such as open gym or movie, and an opportunity to be selected to sit where you want in the cafeteria.

Our BHT monitors Student Tracker, the regular 5-week GAB data, and teacher referral to identify and support our students who have extra needs. We are in the process of developing our capacity with tier 2 and tier 3 interventions for our students. Additionally, we have been developing relationships with outside partners that can provide direct services to our students and their families.

Current Tier 2 and 3 SEL interventions include, think reflections sheets, SPACE reflection form (self awareness, positive growth, accountability, communication, empathy), CICO (check-in/check-out), restorative conversations, peace circles, counseling services from Asian Human Services, and group/ individual skill building sessions.

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
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	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

The Boone community has developed a culture of learning by creating an environment in which students and staff share the belief that learning and hardwork are important. Students are encouraged to share their voice/opinions in an effort to foster ownership and pride in their daily work. The school community follows the Boone Five core value system. The core value of Be Your Best promotes perseverance through goal setting and consistent effort towards improvement. Warm, colorful, and inviting student created displays can be found throughout the building that support the Boone 5 core values. Academic mindsets and behaviors have been developed through the explicit teaching of growth mindset strategies. Additionally in 2015-2016 students and staff continued to explore the idea of a growth mindset through the use of the following texts: *The 5 Powers of an Educator* and *Of Beetles and Angels* by Mawi Asgedom. Students create and monitor academic and personal goals weekly through the use of an effort based self-assessment. Students are recognized for their perseverance, attendance, following The Boone 5, and high academic achievement during 1st and 2nd semester awards assemblies. Second Step provides specific lessons that directly teach students skills to strengthen their ability to learn, manage emotions, have empathy, and solve problems. This promotes the school connectedness and a safe and positive school environment. Boone's expressive arts program helps students to build a sense of belonging to the school and community. End of the semester performances showcase interdisciplinary, multigrade units of study. These performances focus attention on students' effort, hard-work, and success. Students are recognized for high levels of achievement and effort through Student of the Month assemblies. Boone staff regularly collaborates with outside programs (Oppenheimer, CAPE, Common Threads...) which connect learning to real-world experiences. Boone offers extended day learning through it's community school program.

Additionally students are challenged by project based learning and given real world connections and problems. Students are given challenges to persevere through.

There are additional after school programs that help in the culture of learning. Tinkering Club, Chess, Debate, Girls who Code, and many more.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Frameworks Curriculum & Instruction	
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"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/SEL) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

1 2 3 4

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.

At Boone we strive to promote positive and productive relationships among all stakeholders. Including, between students and the adults in the building. We have developed a school wide language for five basic expectations that will promote a positive self-image and facilitate positive interaction between students and adults, called the Boone 5 (Be Responsible, Be Respectful, Be Caring, Be Safe, and Be Your Best).

We have a very strong counseling program that includes tier 1, tier 2, and tier 3 supports. The program provides one on one, as well as small group interactions, friendship, coping skills, and positive social modeling. In the middle school this year, the teachers have developed a peer mentoring program, where students of concern are identified and paired with a specific adult to ensure ongoing supportive relationships that can provide personal well being.

At Boone we adopted The Second Step program, which every teacher in the school implements once a week. The goal of the program is to develop problem solving skills, appropriate vocabulary, empathy, and positive social interactions.

Through our Playworks program, they have developed a Junior Coach program that trains and nurtures fifth and sixth grade students to develop leadership, and care-taking skills. The Junior Coaches are well respected and appreciated building-wide.

Wellness Ambassadors lead by example. These students work with the Wellness Director to create a healthy school.

Boone Cares is now involved in many aspects in the school. Whether it is to improve the school through creating paintings or helping with the cleanliness of the school by recycling, these students work with teachers to help improve the school.

The counseling program is in a state of transition, with a new Counselor in place this year as well as an RP team. We are working on balancing the distribution of the work load among the counselor, teachers, and other RP leaders.

The positive in this is that we see kids opening up with their problems to teachers/ admin. They find ways to tell us.

We do not have Playworks anymore, but the presence of Coach Mollie from Playworks, the school is able to continue promoting a similar program with Junior Coaches and other leadership opportunities.

We are currently looking at forming a PLC to learn more about race/equity and diversity in hopes of creating a more equitable school and ensuring our curriculum is culturally relevant to our students.

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

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

Students at Boone are able to participate in a multitude of extra-curricular activities. Through the Community After School Program students are offered courses to strengthen their bodies, minds, and social skills. Academically students are offered enrichment in science, mathematics, and language arts. Various athletic programs are available such as basketball, volleyball, soccer, and cross country running.

Boone has various student organizations that are involved in making decisions about school culture. Student organizations contribute to beautifying the school through the Boone Cares Club and volunteer regularly on Chicago Cares Days. Boone Cares Club is involved in voicing student concerns and works towards implementing changes that students deem important to improving the school community's culture.

Boone TV is another outlet for students to share their voice with the whole school community. They decide on the content to be shared and are viewed as school leaders amongst their peers. Boone students are active in making the school a healthier institution through their participation in the Fuel Up to Play 60 program as well as being members of the school's Wellness Committee.

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 cultur**
 - 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"> ▪ INVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
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	D2. 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

Boone teachers work hard to maintain classrooms that are clean, orderly, and inviting. Classrooms promote an environment free from distractions and promotes student participation and engagement. Student resources are configured so they are easy and readily accessible.

Electronically, students have access to Anti-Bullying and Peace Circle Request forms. These forms are designed to maintain anonymity while allowing students to reach out to the school with bullying concerns or with addressing peer conflict.

Boone has continuously worked to ensure procedures are in place to reinforce students' safety. An emergency plan is in place that includes procedures for fire, tornado, and a lock down. All teachers are knowledgeable of the procedures and are in compliance with district mandates. Robocall and auto email notifications procedures are in place to notify parents of any school emergencies. Recent improvements include a concerted effort to ensure all teachers have a working key to their room. In addition, shades have been included on most door windows. Halls and entrance ways are monitored by staff members on a regular basis and exit alarms are in place on first floor doors. During transition periods, staff position themselves in the hallway to monitor student transitions from one class to another. Boone has partnered with Playworks and personnel is also allocated to monitor student safety.

A full time security guard is on duty during school hours.

Students are held to a silent level of noise in the hallways during transitions to maintain order.

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

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.

Over the past two years, Restorative Practices have been a priority at Boone.

We have created a strong foundation for social emotional learning through consistent execution of the Second Step program for kindergarten-4th grade classes and weekly talking circles for 5th-8th grade. Our school-wide mantra of the Boone 5 (Be responsible, Be respectful, Be caring, Be safe, Be your best) continues to provide students with clear school-wide behavior expectations. This past year our school has created the acronym SPACE: Self-awareness, Positive growth, Accountability, Communication, Empathy as a guide for students to reflect using common restorative language.

Over the past two years, school staff have attended several school wide professional development sessions on Restorative Practices. By the end of this school year, our school will have eight restorative practice leads. Our school community believes in the key principles of restorative practices. We believe a school is a community, students need social & emotional learning, accountability is achieved when someone understands the impact of his/her actions, takes responsibility for choices, and works to repair harm done, and restorative practices require restorative systems and mindsets.

To support our beliefs in restorative practice and our commitment to building a strong community and strong relationships we have developed several documents and systems to support our commitment to RP and student growth in the area of SEL. Specifically, we have created an RP video that highlights the RP process and shares staff and student reflections on restorative practices. Additionally, 4th-8th grade students participated in a series of workshops on RP/code of conduct. The entire school body had the opportunity to participate in a SPACE logo contest. Students also have the opportunity to reach out to staff through online resources such as a Peace circle request form and a bully reporting form. Over the next year, our school hopes to develop peer leaders to assist with restorative practices.

Staff utilize our student conference tracker to indicate if additional RP support is needed from leads and also to document what restorative approaches have been implemented. Boone staff have a menu of Tier 2 and Tier 3 options for support. Some of these include: think sheet, agreement form, CICO, RP conversations, peace circles, skill building sessions, alternate lunch/recess, individual counseling and group counseling. Our Behavior Health Team monitors and supports students in need of tier 2 or 3 interventions. BHT members support staff through a newly created online referral process. This year we have also provided two restorative practice workshops for parents and will plan more in the future.

Boone is honored to have been selected as an Restorative Practice Model School this school year. We have had the privilege of hosting visitors from Chicago and out of state to learn more about RP and showcase our school community. Our implementation of Restorative Practices has positively impacted our school-wide attendance and has increased the number of students on track.

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 Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
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 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

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.

Score

1 2 **3** 4

Boone encourages and promotes a culture of family participation. We have an active BAC (Bilingual Advisory Committee), PAC (Parent Advisory Committee), PTO (Parent/Teacher Organization), and LSC (Local School Council). In addition, we have created many opportunities for parents to come and observe during the school day. We host Parent Mornings, Expressive Arts performances, STEAM and Literacy night events, Students of the Month assemblies, and Chicago Cares school beautification days of service. In addition, parents can volunteer within the classroom, and during the school day we host opportunities to take ESL classes.

Boone School has several ongoing ways of sharing school news with our families. This includes robocalls and robotexts with pertinent school information, a well developed school website, monthly Principal Newsletter, and Boone TV, and Class Dojo for some grade levels. Parents/guardians are invited to share feedback via a virtual suggestion box on our website, as well as via formal surveys.

At Boone both teachers and administrators make an effort to be in ongoing communication with parents when celebrations and concerns occur. Parents are invited to Parent-Teacher Conference for conferences with their child’s teachers twice a year, and this year several grade levels are implementing student-led conferences to further increase the family connection. Teachers and administrators are visible at dismissal on a daily basis.

Over the past 2 years we have made great efforts to contact parents when students are absent. This has led to dramatic improvements in our attendance.

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	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
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	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐

3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
We aspire to achieve the highest SQRP rating for this metric. We have achieved it in recent years with certain priority groups, so we should be able to achieve it school-wide.	75.00	79.00	90.00	90.00	90.00
National School Growth Percentile - Math					
We aspire to achieve the highest SQRP rating for this metric. We have achieved it in recent years with certain priority groups, so we should be able to achieve it school-wide.	57.00	72.00	90.00	90.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We aspire to achieve the highest SQRP rating for this metric.	57.90	61.60	67.00	67.00	70.00
African-American Growth Percentile - Reading					
We aspire to achieve the highest SQRP rating for this metric. We have achieved it in recent years with certain priority groups, so we should be able to achieve it with all.	42.00	90.00	90.00	90.00	90.00
Hispanic Growth Percentile - Reading					
We aspire to achieve the highest SQRP rating for this metric. We have achieved it in recent years with certain priority groups, so we should be able to achieve it with all.	75.00	75.00	90.00	90.00	90.00
English Learner Growth Percentile - Reading					

We aspire to achieve the highest SQRP rating for this metric. We have achieved it in recent years with certain priority groups, so we should be able to achieve it with all.	89.00	70.00	90.00	90.00	90.00
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Diverse Learner Growth Percentile - Reading

We aspire to achieve the highest SQRP rating for this metric. We have achieved it in recent years with certain priority groups, so we should be able to achieve it with all.	56.00	81.00	55.00	90.00	90.00
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African-American Growth Percentile - Math

We aspire to achieve the highest SQRP rating for this metric. We have achieved it in recent years with certain priority groups, so we should be able to achieve it with all.	91.00	37.00	90.00	90.00	90.00
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Hispanic Growth Percentile - Math

We aspire to achieve the highest SQRP rating for this metric. We have achieved it in recent years with certain priority groups, so we should be able to achieve it with all.	32.00	65.00	90.00	90.00	90.00
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English Learner Growth Percentile - Math

We aspire to achieve the highest SQRP rating for this metric. We have achieved it in recent years with certain priority groups, so we should be able to achieve it with all.	88.00	37.00	94.00	90.00	90.00
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Diverse Learner Growth Percentile - Math

We aspire to achieve the highest SQRP rating for this metric. We have achieved it in recent years with certain priority groups, so we should be able to achieve it with all.	95.00	4.00	55.00	90.00	90.00
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National School Attainment Percentile - Reading (Grades 3-8)

We aspire to achieve the highest SQRP rating for this metric.	69.00	73.00	77.00	76.00	80.00
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National School Attainment Percentile - Math (Grades 3-8)

We aspire to achieve the highest SQRP rating for this metric.	69.00	69.00	92.00	73.00	77.00
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National School Attainment Percentile - Reading (Grade 2)

We aspire to achieve the highest SQRP rating for this metric.	69.00	75.00	85.00	79.00	83.00
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National School Attainment Percentile - Math (Grade 2)

We aspire to achieve the highest SQRP rating for this metric.	70.00	78.00	81.00	82.00	86.00
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% of Students Making Sufficient Annual Progress on ACCESS

We plan to have additional ESL support, pending the budget release. We no longer have our teachers providing services across large grade bands.	37.40	(Blank)	60.00	60.00	60.00
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Average Daily Attendance Rate

Our attendance has increased every year for the past 5 years. We are on a very positive trend and continue to be vigilant with phone calls home, home visits, and incentives. We also believe our focus on SEL and RP has led to increase in attendance over time.	95.70	96.20	96.00	96.50	96.80
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My Voice, My School 5 Essentials Survey

Over the last several years, we have referred back to MVMS results to create responsive supports and services for our school community. For the past three years we have reached a well-organized rating. Our goal is to maintain the well-organized rating each year by reaching "well-organized" for all 5 survey areas.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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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...

If we increase arts experiences for our entire Boone community by integrating the arts through our teaching and learning by means of purposeful, creative collaboration and contribution of all stakeholders

...then we see...

A learning community with a rich foundation in the arts and a heightened sense of creativity, student engagement, and an imaginative approach to problem solving. We see a strength in collaboration and a creative culture in which teacher leaders share expertise with colleagues. We see increased student social and emotional learning as well as student self-awareness, agency, authority, and identity. We see students as collaborators and or contributors to the learning (planning, development, execution, assessment, and redesign), not just participants in the learning. It provides a way to differentiate instruction, helping students with different learning styles find their voice. Arts Education and Integration also promotes a real-world approach to problem-solving that models cross-disciplinary work challenges and builds career readiness.

...which leads to...

-A minimum of 12 collaborative lesson planning sessions that involve arts integration
 -Increase in arts integration strategies used in daily/weekly lesson plans
 -Maintaining attendance rate of 96% or higher
 -Increased student motivation and engagement and increased parent and community involvement as evidenced in the 5Essentials survey

Tags:
Arts

Area(s) of focus:
1, 2, 3, 4

Action step

Collaboration/Team-Building & Instruction: Throughout 2018-2019, teachers will engage in collaborative lesson planning with an Arts integration focus. This process will increase teachers' awareness and ability to integrate the National Arts Standards, and promote and increase in teachers looking through an art lens and including more of the National Arts Standards in their lessons across the content areas. A schedule will be created to ensure collaborative planning time for observation lessons as well as arts integration time throughout PK-8 grade levels. Funds will be dedicated to provide substitute coverage where needed. Students will contribute to the planning and post-lesson discussion. In addition to quarterly surveys to gauge implementation and growth in practice, each team will create their own criteria for monitoring and accountability their growth with Arts integration.

Responsible

Principal - scheduling
 AP/P/Teacher
 Leaders - facilitation
 Teacher - implementation

Timeframe

Jun 1, 2018 to
 Jun 30, 2019

Status

Not started

Arts, Relational trust, Curriculum professional development

Professional Development & Partnerships: Multiple Arts education and integration professional development experiences & opportunities will be provided to staff throughout the 2018-2019 school year. We will develop an Arts PLC that will meet regularly for staff who choose to delve even deeper into Arts education. The Expressive Arts Team, Teachers & Staff who are participating in the Arts PLC, as well as selected arts partner organizations will provide quarterly professional development to staff. These Arts leaders will serve as thought partners & mentors to staff members as they implement new strategies in their classrooms. Specifically we will incorporate arts standards, the 8 C's of Arts education, and Depths of Knowledge. We will seek out opportunities and dedicate funding for multiple arts partnerships across all grade levels.

Principal - scheduling
 AP/P/Teacher
 Leaders - facilitation
 Teacher - implementation

Jun 1, 2018 to
 Jun 29, 2019

Not started

Professional development

<p>Common theme & Student Voice: Throughout 2018-2019, our entire school community will focus on the concept of "imagination" as a way to explore the arts. Students will develop essential questions and enduring understandings of imagination and the arts throughout the school year through their curriculum in every content area as well as engage in additional projects. Students & staff will select children's literature with the theme of "imagination" to serve as school-wide reads to unite the school.</p>	<p>Principal - scheduling AP/P/Teacher Leaders - facilitation Teacher - implementation</p>	<p>Jun 1, 2018 to Jun 29, 2019</p>	<p>Not started</p>
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Strategy 2

If we do...

Build an inclusive environment that promotes embracing and celebrating our unique and shared stories to create a school with equitable access for all students.

...then we see...

Each community member feeling valued and accepted for their unique contributions
An increase in multicultural literature and an increase in connections to leaders and contributors from various cultures around the world in all content areas. Multicultural contributions and points of view will become more embedded in daily learning.

...which leads to...

-Less disciplinary infractions motivated by racial or cultural biases.
-Increased student motivation and engagement and increased parent and community involvement as evidenced in the 5Essentials survey
-Increase in parent/community events throughout the year.

Tags:

Diversity, Multiculturalism, Equity, Inclusive environment

Area(s) of focus:

2, 3, 4, 5

Action step

Responsible

Timeframe

Status

<p>Collaboration/Team-Building & Instruction: Throughout 2019-2020, teachers will engage in collaborative lesson planning with a focus on equity/multiculturalism. This process will increase teachers' awareness and ability to integrate multiculturalism, and promote an increase in teachers looking through a multicultural lens when planning their lessons across the content areas. Funds will be dedicated to provide substitute coverage where needed.</p>	<p>Principal - scheduling AP/P/Teacher Leaders - facilitation Teacher - implementation</p>	<p>Jun 1, 2019 to Jun 27, 2020</p>	<p>Not started</p>
<p>Professional Development & Partnerships: Multiple professional development experiences & opportunities regarding race, equity, and multiculturalism will be provided to staff throughout the 2019-2020 school year. We will develop a Race, Equity & Multiculturalism PLC that will meet regularly for staff who choose to delve even deeper into this topic. Staff who are participating in this PLC, as well as selected partner organizations will provide quarterly professional development to staff. These leaders will serve as thought partners & mentors to staff members as they implement new strategies in their classrooms. We will seek out opportunities and dedicate funding for multiple partnerships across all grade levels.</p>	<p>Principal - scheduling AP/P/Teacher Leaders - facilitation Teacher - implementation</p>	<p>May 1, 2018 to Jun 27, 2020</p>	<p>On-Track</p>
<p>Curriculum: Each team will record multicultural lessons/units/texts in a school-wide matrix which will then be reviewed and revised to ensure that we are adequately and appropriately representing the cultures from which all students come.</p>	<p>Principal - scheduling AP/P/Teacher Leaders - facilitation Teacher - implementation</p>	<p>May 1, 2018 to Jun 29, 2019</p>	<p>Not started</p>

Common theme & Student Voice: Throughout 2019-2020, our entire school community will focus on a common concept or theme (TBD) as a way to explore race, equity and multiculturalism. Students will develop essential questions and enduring understandings of this concept throughout the school year through their curriculum in every content area as well as engage in additional projects. Students & staff will select children's literature related to the common theme to serve as school-wide reads to unite the school.

Principal - scheduling
AP/P/Teacher
Leaders - facilitation
Teacher - implementation

Jun 1, 2019 to
Jun 27, 2020

Not started

Parent/community involvement: Boone will host quarterly events that will provide families and the community with opportunities to share about their culture.

Principal - scheduling
AP/P/Teacher
Leaders - facilitation
Teacher - implementation

Aug 27, 2018 to
Jun 27, 2020

Not started

Strategy 3

If we do...

If we commit to placing focus on one overarching strategy in which all staff are committed to engage, collaborate, learn new knowledge with their peers throughout the school year, as well as provide differentiated opportunities to accommodate individual staff needs

...then we see...

Whole school commitment to improving and working towards a common goal each year to unite us as a staff (Year 1 - Arts, Year 2 - Equity & Multiculturalism) and build relational trust. We also see individual resolve and motivation to learn more about topics of interest that will improve teaching and learning in their classroom and lead to innovation and implementation of new practices. Staff will be encouraged to broaden networks and to bring new knowledge and resources to our school learning environment that will change practice and beliefs.

...which leads to...

This leads to increase in MVMS teacher response
This leads to SQRP Attainment and Growth
This leads to teacher practice improving on the framework for teaching (4d. Growing and developing professionally)

Tags:
Professional Learning, Leadership, Plc

Area(s) of focus:
2, 3

Action step

Instruction & Rigorous Student Tasks: Teachers will continue to participate in the Collaborative Lesson Planning process. However, we will enhance the process through including student input in the planning and post-lesson discussion. In year 1, all lessons will include IL FPA standards. In year 2, all lessons will include an equity and/or multicultural focus.

Responsible

Administrators and teacher leaders (MTSS/ILT Team)

Timeframe

Aug 27, 2018 to
Jun 27, 2020

Status

Not started

Arts, Professional development, Equity

Instruction & Rigorous Student Tasks: Teachers will have to option to lead or participate in a Professional Learning Community (PLC) of a topic of their choosing. We are offering differentiated opportunities for professional growth through PLCs, peer observations, and PD/GLMs to focus on topics that are most pertinent to different teams. (i.e. this year we have adopted new math curricula (Bridges and Connected Math), new reading curriculum with Readers Workshop in primary grades, and are working with all teachers to implement small group instruction for a portion of their instructional time on a daily basis.

Administrators and PLC Leaders (Toma, Spears, Lambert, Washington)

select

Not started

Plc

Leadership: Teachers will have the opportunity to engage in a self-assessment of their leadership skills and aspirations. Administrators will work with interested teachers to provide additional leadership opportunities (i.e. facilitating team meetings, leading PLC's, mentoring new teachers, facilitating post-lesson discussions, presenting professional development)

Administration

select

Not started

Relational trust/collaboration: All staff will develop and share their teacher/leadership stories throughout the year during GLMs or professional development sessions.

Administration and RP/SEL leaders (Locke, Rogers, Rowe, Mandolini, Washington)

select

Not started

Action Plan

Strategy 1

NOT STARTED

Collaboration/Team-Building & Instruction: Throughout 2018-2019, teachers will engage in collaborative lesson planning with an Arts integration focus. This process will increase teachers' awareness and ability to integrate the National Arts Standards, and promote and increase in teachers looking through an art lens and including more of the National Arts Standards in their lessons across the content areas. A schedule will be created to ensure collaborative planning time for observation lessons as well as arts integration time throughout PK-8 grade levels. Funds will be dedicated to provide substitute coverage where needed. Students will contribute to the planning and post-lesson discussion. In addition to quarterly surveys to gauge implementation and growth in practice, each team will create their own criteria for monitoring and accountability their growth with Arts integration."

Jun 01, 2018 to Jun 30, 2019 - Principal - scheduling AP/P/Teacher Leaders - facilitation Teacher - implementation

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Schedules, collaborative lesson planning template

NOT STARTED

Professional Development & Partnerships: Multiple Arts education and integration professional development experiences & opportunities will be provided to staff throughout the 2018-2019 school year. We will develop an Arts PLC that will meet regularly for staff who choose to delve even deeper into Arts education. The Expressive Arts Team, Teachers & Staff who are participating in the Arts PLC, as well as selected arts partner organizations will provide quarterly professional development to staff. These Arts leaders will serve as thought partners & mentors to staff members as they implement new strategies in their classrooms. Specifically we will incorporate arts standards, the 8 C's of Arts education, and Depths of Knowledge. We will seek out opportunities and dedicate funding for multiple arts partnerships across all grade levels."

Jun 01, 2018 to Jun 29, 2019 - Principal - scheduling AP/P/Teacher Leaders - facilitation Teacher - implementation

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Professional development agendas, Arts partnership contracts

NOT STARTED

Common theme & Student Voice: Throughout 2018-2019, our entire school community will focus on the concept of "imagination" as a way to explore the arts. Students will develop essential questions and enduring understandings of imagination and the arts throughout the school year through their curriculum in every content area as well as engage in additional projects. Students & staff will select children's literature with the theme of "imagination" to serve as school-wide reads to unite the school."

Status history

May 16

NOT STARTED May 16, 2018
Evidence
Lesson and unit plans, essential questions bank, pd agendas

Strategy 2

NOT STARTED
Collaboration/Team-Building & Instruction: Throughout 2019-2020, teachers will engage in collaborative lesson planning with a focus on equity/multiculturalism. This process will increase teachers' awareness and ability to integrate multiculturalism, and promote an increase in teachers looking through a multicultural lens when planning their lessons across the content areas. Funds will be dedicated to provide substitute coverage where needed."

Status history

May 16

NOT STARTED May 16, 2018
Evidence
Schedules, collaborative lesson planning template

ON-TRACK
Professional Development & Partnerships: Multiple professional development experiences & opportunities regarding race, equity, and multiculturalism will be provided to staff throughout the 2019-2020 school year. We will develop a Race, Equity & Multiculturalism PLC that will meet regularly for staff who choose to delve even deeper into this topic. Staff who are participating in this PLC, as well as selected partner organizations will provide quarterly professional development to staff. These leaders will serve as thought partners & mentors to staff members as they implement new strategies in their classrooms. We will seek out opportunities and dedicate funding for multiple partnerships across all grade levels."

Status history

May 16

ON-TRACK May 16, 2018
Evidence
Professional development agenda

NOT STARTED
Curriculum: Each team will record multicultural lessons/units/texts in a school-wide matrix which will then be reviewed and revised to ensure that we are adequately and appropriately representing the cultures from which all students come."

Status history

May 16

NOT STARTED May 16, 2018
Evidence
curriculum matrix

NOT STARTED
Common theme & Student Voice: Throughout 2019-2020, our entire school community will focus on a common concept or theme (TBD) as a way to explore race, equity and multiculturalism. Students will develop essential questions and enduring understandings of this concept throughout the school year through their curriculum in every content area as well as engage in additional projects. Students & staff will select children's literature related to the common theme to

serve as school-wide reads to unite the school."

Jun 01, 2019 to Jun 27, 2020 - Principal - scheduling AP/P/Teacher Leaders - facilitation Teacher - implementation

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Lesson and unit plans, essential questions bank, pd agendas

NOT STARTED

Parent/community involvement: Boone will host quarterly events that will provide families and the community with opportunities to share about their culture."

Aug 27, 2018 to Jun 27, 2020 - Principal - scheduling AP/P/Teacher Leaders - facilitation Teacher - implementation

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

calendar of events

Strategy 3

NOT STARTED

Instruction & Rigorous Student Tasks: Teachers will continue to participate in the Collaborative Lesson Planning process. However, we will enhance the process through including student input in the planning and post-lesson discussion. In year 1, all lessons will include IL FPA standards. In year 2, all lessons will include an equity and/or multicultural focus."

Aug 27, 2018 to Jun 27, 2020 - Administrators and teacher leaders (MTSS/ILT Team)

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Lesson and unit plans, PD agendas

NOT STARTED

Instruction & Rigorous Student Tasks: Teachers will have to option to lead or participate in a Professional Learning Community (PLC) of a topic of their choosing. We are offering differentiated opportunities for professional growth through PLCs, peer observations, and PD/GLMs to focus on topics that are most pertinent to different teams. (i.e. this year we have adopted new math curricula (Bridges and Connected Math), new reading curriculum with Readers Workshop in primary grades, and are working with all teachers to implement small group instruction for a portion of their instructional time on a daily basis."

- Administrators and PLC Leaders (Toma, Spears, Lambert, Washington)

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

PLC meeting agendas

NOT STARTED

Leadership: Teachers will have the opportunity to engage in a self-assessment of their leadership skills and aspirations. Administrators will work with interested teachers to provide additional leadership opportunities (i.e. facilitating team meetings, leading PLC's, mentoring new teachers, facilitating post-lesson discussions, presenting professional development)"

- Administration

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Leadership rubric self-assessment

NOT STARTED

Relational trust/collaboration: All staff will develop and share their teacher/leadership stories throughout the year during GLMs or professional development sessions."

- Administration and RP/SEL leaders (Locke, Rogers, Rowe, Mandolini, Washington)

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

PD agendas

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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.

The parental involvement plan and policy is reviewed at the opening meeting of the year and during the winter/spring when the school improvement plan is reviewed and suggestions and improvements are considered.

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

The Title 1 Annual Meeting was held on September 18, 2018. The Title 1 PAC Organizational Meeting was held on October 16, 2018. Parents are invited to this meeting via marquee postings, web site, flyers, texts, twitter, Facebook, and phone calls to inform them of the schools participation in the NCLB, Title 1 programs and to explain the Title 1 requirements and their right to be involved in the Title 1 programs. The administration holds Coffee, Tea,... Conversation meetings for parents, and an NCLB Parent Advisory Committee meets during mornings and/or afternoons. The parent Bilingual Advisory Committee meets at least six times a year. Parents also attend a variety of school-wide events held during the evening and the instructional day.

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.

The NCLB Parent Advisory Committee meets monthly to formulate suggestions and to participate as appropriate, in decisions about the education of their children. The principal regularly attends these meetings.

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

Parents receive individual student reports regarding their students' results on the following state exams, NWEA MAP, DIBELS/TRC, and PARCC. DIBELS/TRC results are distributed in the fall, winter, and spring after testing window closes. NWEA MAP are distributed after the testing windows close, while PARCC is distributed in November.

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.

All of our teachers are highly qualified. Parents receive a copy of this verification, when requested.

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.

Parents have an opportunity to learn about the state's academic standards through Open House, Parent Mornings, NCLB Parent Advisory monthly meetings, workshops funded through the NCLB parent monies, and school-events such as STEAM night, Literacy Week, and Expressive Arts shows and performances.

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.

We have 4 computers available for parent use in our parent room that were purchased with NCLB parent funds. Through NCLB funds our parents have had workshops on reading and math, bullying prevention, positive behavior supports, and health and wellness.

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.

During our school-wide professional development our staff receives an orientation on the importance of parents as equal partners in the education of their children with suggestions on how to communicate with parents frequently on the progress of their children, involve parents in class and school activities, and support parent volunteerism.

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.

The parents of our preschool students in our Head Start program are included in all parent meetings at Boone and all school events.

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.

Parents are notified of school and parent programs through the marquis, flyers, parent e-mail, web site, phone calls, text messaging, Facebook, and Twitter. Flyers and phone calls are made in the native language whenever possible.

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

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.)

Daniel Boone Elementary School fosters a diverse community united by academic excellence, creative expression, intellectual curiosity, social responsibility and world citizenship. We prepare our students to be college and career ready through delivering high quality instruction, integrating the fine and performing arts, incorporating technology, developing cross cultural appreciation, implementing the Common Core State Standards, promoting social, emotional, and physical wellness, and providing differentiated instruction

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences are held on Parent-Teacher Conference Days at the end of the 1st and 3rd quarters. Parent-teacher conferences are encouraged and held by request after Report Card Distribution Days after the 2nd and 4th quarters.

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

Parents are informed of their children's progress at school through report cards (four times a year) and student progress reports (four times a year). This year parents will access a web portal to view the child's academic progress at anytime through Gradebook. Progress reports will be sent on the 5th, 15th, 25th, and 35th weeks of school. Report cards are distributed every 10 weeks on the 10th, 20th, 30th and 39th weeks of school.

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

Parents are always welcomed to make an appointment to speak with teachers and/or administration.

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.

After passing a mandated background check, parents and community members may volunteer in the school on a consistent basis and they do. Parent volunteers assist in the primary classrooms under the supervision of the classroom teachers. Parents accompany students on field trips and assist in student productions. Parents are invited into classrooms once a quarter via Parent Mornings. Parents listen to a workshop, and then observe instruction within the classroom. When requested, tours of the school or classroom observations are scheduled by the administrative team

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

Parents will make sure that their children come to school on time every day. Parents will review the student assignment notebook sent home by the teacher each day to monitor and support homework completion and compliance with school academic requirements

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

In addition to the NCLB Parent Advisory Committee, parents are members of the Local School Council (LSC), Continuous Improvement Work Plan Team, and Bilingual Advisory Council. Parents may consult with the school through these organized meetings or by talking directly with the administrators and teachers

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

The students are responsible to come to school every day and arrive on-time, bringing a positive attitude, with homework completed and ready to work. Students will abide by the "Boone 5" core values of: Be Respectful, Be Responsible, Be Caring, Be Safe, Be Your Best! These habits of mind, along with a growth mindset and willingness to act on the school support given, will assure the students' academic achievement

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.

Overall goal is to engage the Boone School community with an increase in parent attendance and resources to support Boone students.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1802 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1200 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 1500 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
<p>54205</p>	Travel 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.	\$ 500 .00
<p>54565</p>	Reimbursements 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.	\$ Amount .00

<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**

Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**

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

\$	Amount	.00
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