



Edmond Burke Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Tenesha Hatter	Assistant Principal	tdhatter@cps.edu	Has access
Stephanie Landry	Head Teacher	slandry@cps.edu	Has access
Brenda Rodarte	Instructional Coach	blgarcia@cps.edu	Has access
Kate Roskelly	2nd Grade Teacher/ILT Lead	hkroskelly@cps.edu	No Access
Latiya Magee	Intermediate Math Lead	lmmagee@cps.edu	No Access
Abbott Myra	Intermediate Literacy Lead	mabbott1@cps.edu	No Access
Brenda Shiller	Middle School Math Lead	bjshiller@cps.edu	No Access
Meg Goethals	Middle School Literacy Lead	megoethals@cps.edu	No Access
Maryann Tamrazi	Primary Culture Climate Team Member	mtamrazi@cps.edu	No Access
Carol Harrigan	Intermediate Culture Climate Team Member	caharrigan@cps.edu	No Access
Ricardo Garcia	Intermediate Culture Climate Team Member	rjgarcia7@cps.edu	No Access
Ed Kajor	Middle School Culture Climate Team Lead	ekajor@cps.edu	No Access

Henry Williams	Dean of Students	hewilliamsii@cps.edu	No Access
Jennifer Walker	PAC/LSC Chairperson	jenn_e_walker@yahoo.com	No Access
Jessica Biggs	Principal	jabiggs1@cps.edu	Has access

Team meetings

Date	Participants	Topic
03/12/2018	ILT Members, Principal, Assistant Principal, Instructional Coach, Head Teacher	SEF Planning
03/19/2018	Culture Climate Team Members, Principal, Dean of Students, Head Teacher	SEF Planning
03/19/2018	Admin Team (Principal, Head Teacher)	SEF Planning

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

We've worked together as a whole school to align on vision and mission during meetings throughout the year, as well as to report progress. We have set the goal of collective responsibility for students and some but not all interactions reflect this goal. Instructional programs seem aligned in GB teams but not always among GB teams (ex. lack of alignment between PK/K). Example of allowing staff members to focus: paperwork audit that teachers participated in.

Principal holds goal setting meetings for admin team and other lead positions. Nearly all teachers are involved in a leadership capacity (Sped teachers facilitate MTSS meetings, ILT members are Content team facilitators, Culture & Climate team members facilitate monthly meetings). In addition, several teachers are on the Math Intervention Design Team and others are on the Empowering Schools Design Team. All team members contribute to the agenda creation, discussion, and moving the work forward. Principal consistently reminds teachers of school's vision and focus through weekly emails and orally in team meetings. Programs remain consistent and are supported and monitored throughout the year. Surveys are sent out frequently to teachers to gather input on a variety of school issues, budget decisions, school climate, etc.

There is a clear understanding of our shared vision. At each PD we deliberately think about how we are aligning the work that we do to our vision. We ensure that there are leadership teams to share in decision-making. Teacher leaders' capacity is built in order to leverage knowledge, skills and relationships in order to support struggling teachers. Teaching and learning are prioritized, limiting distractions and allowing teachers the opportunity to maximize instructional time.

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

Shared leadership is evident at team meetings, team is made up of leaders who ask questions, push for understanding and challenge each others thinking. ILT develops, follows and revised protocols. Meetings are frequent (2x/month). Agenda is always focused and clearly aligns to the work, to check in on progress and action items, and to adjust the work moving forward based on consistent feedback and qualitative data. All members are actively engaged and regularly inform their content team members of focus, progress, and to retrieve ongoing feedback. Utilize a looking at student work protocol and push teachers to monitor data. We engage in on-going inquiry, we use protocols, use relevant data, and meet frequently.

We meet regularly, every two weeks and all meetings have been well-attended. We have led learning cycles this year to continually provide constructive feedback for teachers and to foster self-reflection among faculty members. We've looked at data to help us inform what to focus on for our learning cycles and to monitor the effectiveness of our practices school-wide.

As a team we engage in on-going reevaluation of our learning cycles, by using timely and relevant data and protocols and to guide our discussions around improving teaching and learning on a weekly basis.

We conduct learning walks and collect data around the instruction that is taking place. We then analyze the data as a collective and make future decisions on what is occurring in classrooms school-wide.

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 4a. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CQWP 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

Retrieve feedback from teachers to inform Professional Learning needs. Many teacher initiate opportunities for professional growth (UofC, WILSON training). Schedules are creatively structured so that there is common planning time daily. Peer observations are regularly scheduled within Learning Cycle and coaching is provided in a variety of ways (admin, coach - sit down meetings, observations/feedback, frequent check-ins, unit planning support) . Safe practice is a regular practice within learning cycle. Coaching is aligned to the work of the learning cycle. Non-Reach observations are conducted to provide timely actionable feedback. Teachers receive peer feedback through peer observations. New teachers receive a mentor.

Via peer observations, student work (LASW), and after school Math PD's

Our learning cycles have been structured and designed to provide coherent professional learning with sufficient safe practice. We have selected PD based on teacher's self-assessments of their areas of need as well as on student achievement data. We have embedded PD into bi-weekly content meetings and also use those meetings as structured time for teachers to collaborate and learn together. We integrate safe-practice as a part of our learning cycle. We have used learning walks to monitor how well faculty are using the new knowledge.

As a school we provide more than sufficient time, support, and safe practice space to internalize new knowledge to grow teacher practice through extended cycles that embed numerous opportunity for peer observation and teacher input. We strive to cultivate a mindset of focus, discipline, and accountability within every staff member and ensure that concrete actions are taken every day toward goals..

Mandated network training, in school PD's, PD agendas, Domain 4

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	<ul style="list-style-type: none"> Shared Leadership, Curriculum & Instruction 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
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"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. 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

Alignment threads are clear in original vision and PTG meetings with all staff. Hiring team exists and meets individual needs but not always clear, consistent criteria. Not enough RSPs for classroom-level support. Many partnerships with outside organizations like Intonation, etc.

There is a clear hiring process including lesson demonstration and admin team participation. Products/programs that are purchased are connected to school's goals and support the curriculum. CPS instructional time guidelines are maximized, highest priority subject areas provided extended time. Partnerships established are aligned with school goals and vision. The MTSS framework includes shared leadership (classroom teachers, SpEd Team, Interventionist, BHT, and admin) and address both academic and social emotional interventions. The only question around this one is about the process and data collection to inform retention strategies.

Blocks have been created and/or time allocated for subject so that students are given ample time to gain knowledge, skills and content. Balanced Literacy and Math are Frameworks used in order to ensure that students are exposed to a variety of reading, writing and mathematical experiences. We are continuously working to increase teacher retention, by partnering with the Office of Equity, and creating a strategic plan to retain quality teachers, recruit and offer early and collect data from exiting staff.

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:

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

Score

1 2 **3** 4

Unit plans utilize the UBD planning approach to focus on big ideas. Learning cycle engages teachers in ways to differentiate learning so content is accessible to all students. Social emotional learning is embedded in daily instruction through the use of Calm Classroom and Second step.

During content meetings, there are consistent discussions about pacing and curriculum

Most teachers align units to scope and sequence. Most teachers utilize big ideas. Most teachers include social emotional learning in their academics.

We most definitely align our units vertically, however we could do a better job of vertical alignment specifically with regard to social studies and science content. Students are exposed to rich, grade-level texts daily. Social emotional learning is integrated regularly as students learn to work together and collaborate with each other through project based activities. We could improve opportunities for advanced learners to extend their knowledge and skills.

Eureka provides a blend of both traditional and new components for an updated and redesigned comprehensive curriculum: • Specific learning outcomes students are to achieve from pre-kindergarten through grade 12 • Vertical representation of those learning outcomes in curricular frameworks • Units of study • Academic vocabulary specific to each discipline and pertinent to each unit of study • Higher-level thinking skills • Authentic, student-centered performance tasks that engage learners in applying concepts and skills to the real world • Ongoing assessments to gauge student understanding • Sequencing, the conceptual and skill-based building blocks of instruction • Research-based effective teaching strategies • Differentiation, intervention, special education, and English Language Learner strategies to meet the needs of all students • A common lexicon of terminology (curriculum glossary) to promote consistency of understanding • Embedded use of resources and multimedia technology That combined with our current commitment to creating an intervention tool kit that is perfectly aligned to what's happening in our math classrooms will help to prepare our students for what lies ahead

Curriculum maps, units, pacing guides and teacher collaboration

More work is needed to ensure coherence and alignment around curriculum use in all classrooms particularly around literacy.

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

- ✓ 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

Teachers have access to a high quality book room that is frequently updated and stocked to meet the demands of the classroom student needs. Classroom libraries are stocked and organized for student use. Teachers model the use of the books and math manipulatives. Technology is frequently used as a teaching and learning tool.

All teachers have access to technology (ipads/projectors/chromebooks, as well as the same content resources throughout grade bands. More support is needed for struggling students.

Most staff have access to an abundance of materials. Classrooms should be updated.

There are plenty of opportunities for students to use technology to enhance their learning. Programs, such as Compass, provide differentiated instruction/activities accessible to all students. We could improve by moving away from majority print materials and towards more hands-on materials and by providing more student choice.

Instructional materials provide the core information that students will experience, learn, and apply during a course. They hold the power to either engage or demotivate students. Therefore, such materials must be carefully planned, selected, organized, refined, and used in a course for the maximum effect. The planning and selection of instructional materials should take into consideration both the breadth and depth of content so that student learning is optimized. here at Burke we use multiple sources of technology, student choice, and various online resources to supplement the school wide curriculum in order to further engage our students.

Differentiation across all grade levels, Variety of text present in the school

We still have room to grow around technology integration. We have the technology, but we rarely use it to enhance learning experiences.

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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students
CPS Framework for Teaching	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> 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 ✓ UCA 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

Conduct learning walks to assess student learning and tasks. Student work displayed often are integrative of multiple standards. Teachers and leadership often communicate to students importance of attendance and engagement. During peer observations all students weren't engaged in rigorous tasks. Some teachers need more work on providing rigorous tasks with an appropriate amount of support. Our math tasks/ assessments require students to show/explain their thinking. Students also have to provide evidence of their reasoning during number talks which happen several times a week in most classrooms. In primary, the focus is on number sense and operational fluency supported by the rigorous Eureka curriculum we use. In ELA, students are asked to give evidence for their responses to literature and informational texts. We could improve by doing more close reading activities and by providing more opportunities for students to create authentic work for real audiences. Instruction should connect directly to students' lives and must deeply engage them with the content in order for students to be better prepared for college and careers. In order to prepare our students to be successful in post secondary education and in a 21st century economy, our students are afforded opportunities to practice higher-order thinking skills, such as how to analyze an argument, weigh evidence, recognize bias (their own and others' bias), distinguish fact from opinion, balance competing principles, work collaboratively with others, and be able to communicate clearly what they understand on a daily basis. Student Work Protocol share out, Learning walks and teacher to teacher observations

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	✓ SQRP 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 Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQIP) ✓ 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)

Students are provided many opportunities after school and during school to discover personal talents and skills through Arts partnerships and after school programming (Band, Music, Dance, etc). This is an area I am not completely informed about. There are no structures in place for students who transition into Burke mid year. There are high school fairs available for 8th graders to attend.

We need to improve on supporting students transitioning out and in school.

We provide support with grade to grade transitions by visiting the next level up towards the end of the year. We also use common language for behavioral expectations and routines to help students transition grade to grade. We could improve by talking more about college in the primary grades.

9th Period Readiness, College visits in house and out

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 Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for Teaching	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"> ✓ Everything College ✓ CPS Advisory Framework ✓ Presenting college plans from meeting entry ✓ To & Through Toolkit ✓ 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 (CCAP, 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 carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

Objectives are written on board and updated to regularly reflect current unit focus. Teachers examined data (NWEA, TRC, Compass, Pre/Post Assessments) and made instructional decisions based on the results. Most K-2 teachers utilize progress monitoring to check students progress towards goals. In many classrooms, students are provided choice in instructional task. Teachers often partake in peer observations within learning walks to receive feedback and gain insight on best instructional practices.

Students are engaged in lessons, teachers provide small group instruction, and NWEA data and classroom assessments are used for grouping and drives instruction.

Need to improve on consistent formative assessment that informs instruction.

We focus on students' language development and help students build their knowledge base by connecting new content to students' interests and experiences. We continue to integrate the Depths of Knowledge model to ensure we are using a variety of questions to engage learners at various levels of readiness. We use small group instruction to provide scaffolding and support for all learners. We use mClass and Eureka exit slips to continually monitor our students' progress. These formative assessments guide our daily instructional decisions.

Small Group instruction, flexible grouping, peer observations

Most criteria are present in most classrooms. However, there are still some classrooms that do not reflect the overall trend of the school.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)
Evidence	✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	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:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 **3** 4

Reducing the number of students receiving D's and F's to meet a certain percentage is not always an honest reflection of students' actual performance.

Common assessments among grade level teams needs to become a priority.

We developed a grading committee to identify and communicate to all faculty best practices for grading and to make our grading philosophy/policies more consistent and uniform. We analyze data in grade bands and school wide to identify areas of need among our students. We use mClass and Eureka exit slips to continually monitor our students' progress. These formative assessments guide our daily instructional decisions. The primary grades use common assessments for literacy (mClass). We tend to overemphasize standardized assessments when analyzing data school wide.

In response to increased accountability for student learning in all grades we have begun using standards based grading as a method to more clearly inform students, parents, and relevant stakeholders about student learning on the curriculum. In a distilled form, standards based grading measures student performance on a continuum of performance levels from not evident/does not meet the standard to exemplary/exceeds the standard. This continuum of ratings is typically accompanied by a performance rubric that clearly defines student performance at each of the rating levels. Grades assigned using a standards based system of this type are usually in numerical form with a digit being assigned for each area of the performance rating rubric.

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	✓ SGRF Attainment and Growth
	Five Essentials
MTSS Framework	Ambitious Instruction
CPS Framework for Teaching	Curriculum & Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
4b. Maintaining Accurate Records	
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
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

Teachers consistently adjust instruction based on student misunderstandings, provide differentiated activities based on student need

I believe most teachers intervene in a timely manner to help students who are struggling. Some teachers and caseworkers need to improve on using formative assessments to identify students for intervention and then effectively progress monitoring.

Teachers are consistently “adjusting instruction so individual student misunderstanding .. are successfully accommodated.”

Teachers use exit slips consistently and then plan in depth lessons on a daily/weekly basis to adjust for misconceptions that approach and to accommodate any reteaching that needs to happen. Teachers also “customize the learning environment” in the way that they provide differentiated activities as well as opportunities for choice. SEL curriculum is taught in a multi-tier system — with use of Second Step as well as Focus of the Month. We also consistently check in on students who have attendance concerns. Teachers consistently collaborate and work as teams. Ms. Rodarte has been particularly helpful in implementing learning plans for students who need additional support.

How classrooms look with regard to data and goals, posted work is differentiated, weekly team meetings

MTSS, monthly grade band meetings are held and implemented with rigor. NWEA toolkit, CAFE. Tier 1 interventions include UbD, GRR, Student Groupings, Compass Learning, for behavior, CHAMPS, PBIS, Listening Circles

Tier 2 interventions include Check in/Check out, Social Skills Group, Anger Coping Group and the use of restorative practices.

Interventions targeted to remediate a specific skill, implemented with integrity (e.g., number of minutes/day and per week, materials used, progress monitoring and implementer) tied to student needs. Academic, differentiated class/group work, 9th period, progress monitoring. Tier 3 interventions include all of the above, very small group work, pinpoint on skills, Reading A to Z, ST Math, 9th period and LLI.

Clear expectations have been established, however accountability for enforcement needs to be considered. Clear protocol for supporting students who have challenges academically and behaviorally is in place. BHT has been established to create supports/interventions for students with challenging behaviors, however intervention services and progress monitoring are not being provided with fidelity. Need to think about an effective SEL curriculum that teachers implement.

I see Tier I supports in place in most but not all classrooms. I see Tier II and Tier III supports working for some students, but many do not receive consistent support or intervention.

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 Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	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

We have a strong culture for learning.

Teachers are consistently engaging students in their learning, creating student focused tasks and environments, and having discussions around mindset and the culture of learning. I believe we do a strong job at touching on this social emotional aspect of the learning that helps build student pride in work and other aspects mentioned in survey. For example, I think we are strong in creating the culture (school allows for room at the beginning of year and after winter break to set the culture within the classroom). Teachers also "convey high learning expectations" and make all expectations clear. We have goal setting conversations as part of the beginning of the year process. I think what is more tricky is building that perseverance and ownership. Teachers are consistently making attempts to build in that student self-assessment piece and consistently talking about preserving, but that can be a difficult skill for children to truly master.

Student engagement, hallways reflect the expectations of the school i.e. bulletin boards, positive paintings and quotes, lots of school projects completed by students,

Grade band meetings, teacher/teacher observations, mentors, NWEA goals, CHAMPS, On-Green Celebrations, attendance incentives, relevant professional development, Black History research projects displayed and celebrated

We have begun the work to infuse a growth mindset into our daily instructional practices, however there is currently no monitoring of these practices.

Teachers are encouraged to set personal and professional goals

Teachers are expected to help students set academic and behavioral goals

ILT has implemented the student work protocol as a part of the learning cycles in to monitor student achievement

Focus of the month - students are taught character traits monthly including taking responsibility for their actions, and we will consider the months of May and June as perseverance.

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 ✓ SQR Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework 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	
✓ 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:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that

Score

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.

Teachers support each other immensely and frequently collaborate around student achievement and behavior. Strong in develop trusting relationships with students so each student has at least one trusted adult in the school. I think we have a lot of staff and support staff that help check in with students and teachers. Strong in "adults frequently acknowledging students for their positive contributions." What is partial to me is creating the opportunities for students to build positive relationships and practice the social emotional skills. For many children this happens in more playful settings and it's just that balance of focusing on academics and tying in the social emotional.

Check in check out, observations of relationships between adults and peers, adults to adults, and peer to peer. Regular student and staff recognition. Participation in staff events are also an indicator of the relationships between staff members. Cultural recognition in the classroom is evident from the material covered and discussed in team meetings

SEL, Tier 2, My School My Voice, morning meeting

Student-staff relationships are established through community building during daily school-wide morning meetings and classroom morning meetings.

Staff is trained in restorative conversations

Student conflicts are resolved via restorative conversations

Teacher-Teacher trust is ranked high

Teacher-Principal trust is highly ranked

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	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ 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:

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

Score

Students are involved both within the school and within the community.

All teachers develop lessons with student voice and civic engagement in mind. Teachers consistently work to build thematic units that discuss topics that are relevant and engaging to students. Middle school in particular does a great job at creating essential questions that focus on social justice issues, identity, and civic engagement. With the younger children this takes the shape of talking about family and things that interest them, and not as explicitly about voting or engaging with community members. The part that is partial to me is taking informed action, interacting with civic leaders, and engaging with their community.

Civic curriculum is covered at an age appropriate pace. Students are exposed to politics both in school and at home, but is not a main focus in the classroom.

Black History Month, student council

Student council has been established this year - led by Principal Biggs

Student council instituted Calm Lunchroom

MS has a social contract that all students participated in developing

Discussion of student rep to be included in some C/C team meetings should be considered

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"> • MVMS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Sample learning reports and/or reflections of SL projects • Link and curriculum maps, rubric, assessment artifact • 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. Managing Student Behavior
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS 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

We have to improve the plans in place for students frequently disruptive to the learning environment. Recess is challenging with 6 classes being outside at once. Security and school administration is always visible and accessible, security procedures are clear and enforced. Students feel safe and can focus on academics. Restorative justice is also prominent and students know what it is and how it functions. BHT, restorative practices, responsive dean and security Safety is a priority of the school - seen through the employment of 5 1/2 security personnel on-site daily. Students report feeling safe while in school Clear expectations are established and taught to students 3 times per year Climate Self-Assessment is scored and used to create outcomes for climate improvement

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. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
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.

New Dean established this year, all staff trained in restorative practices
Expectations are taught, but not always met and there needs to be a better plan in place for when that happens.
As a school, we have all of the systems in place. A team meets regularly, shared agreements are clear and developed, teachers and the school as a whole has well-managed routines. I think the piece that is missing is student accountability. Restorative conversations are happening, but are students taking ownership over their behavior?
Restorative practices are evident throughout the building. Students and teachers are both aware of the consequences for student behavior, and are aware of how the restorative rooms works.
Culture and Climate team, parent room, Student Logger, in depth research on student logger information
Culture and Climate team is being developed, meets regularly and responds to data quarterly or as needed.
Security staff is trained in de-escalation techniques
All staff trained in trauma-sensitivity
Dean hired to implement restorative practices
Dean and AP meet regularly - Former RJ coach supports meetings bi-weekly

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:

Score

1 2 3 4

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

Previous MVMS Score shows a disparity in how teachers perceive parent engagement and participation. PAC meeting notes and agendas are highlighted to staff members as needed in the staff weekly update. Principal Cafe' occurs bi-monthly in order to allow parents to discuss highlights and concerns with the Principal.

Parents are involved!

Teachers communicate with parents consistently through face to face, phone interactions, as well as written communication.

Nearly all teachers have some form of a newsletter that informs parents of what is going on each week. The school as a whole provides some opportunities for parents to be partners in the instructional programs -- parent programs that Mrs. Robinson leads and the literacy nights. Given the language of the survey, I think a lot of the work that Mrs. Robinson does is isolated. It doesn't bridge between parent room and classroom. The survey mentions parents "sharing best practices around learning, informing parents of grade level standards and expectations, assisting parents to volunteer in the school." I think the communication around what happens in the parent room is weak and could be made stronger if teachers had input or could lead some of the workshops. I know some schools will also do open house to give parents a feel for what happens in the classroom.

Parents are involved, as are community members within the building, either through committees, speaking, or during celebrations, while this tends to taper off as students get older there is still participation. School communication via phone call is also frequent and informative, as are the high visibility flyers to notify parents of important events.

Very strong parent room with a full time strong, positive teacher leader. Parent events, Thursday food give-a-way

Parents are welcome daily- Parent Resource Room

Parent Resource Room is established to support workshops and/or seminars

Parents are involved in PAC - where they discuss school needs

Parents were allowed to give feedback regarding new website, which was taken and used

Parents workers support main office, discipline/security, classroom instruction, recess and lunchroom

I see some consistently engaged parents who continue to participate in programs and communicate with teachers. However, I do not think we do a great job of reaching out beyond this group.

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	
	<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
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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 \emptyset = Not of focus
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Burke anticipates an increase each year following this year, based on the historical growth data and progress from 2016-17 to 2017-18. Based on the fact that 79% of our students are already meeting their growth targets, but only 23% have reached attainment, we can predict that many will meet or exceed their growth target at EOY, but only 1-2% will reach attainment. With continuous implementation of balanced literacy, intentional focus on small group instruction and planning, support for teachers around guided reading and the use of the NWEA Learning Continuum we anticipate growth in this metric.	52.00	79.00	70.00	60.00	80.00
National School Growth Percentile - Math					
Burke anticipates a minimum of 5% increase each year based on the historical growth data and progress from 2016-17 to 2017-18. Although our growth slowed from 2015-2016 to 2016-2017, we anticipate an increase of students meeting growth targets after intentional planning around a newly developed math intervention curriculum for students who may be struggling and continued use and implementation of our current curriculum, intentional support within classrooms by college tutors, City Year Corp Members and an in-house interventionists, we anticipate growth.	52.00	69.00	84.50	70.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms					
With intentional focus on small group instruction and planning, support for teachers around guided reading and the use of the NWEA Learning Continuum, support with Eureka! Math implementation and new curriculum development around math interventions, teachers will be better with implementation of quality instruction in both reading and math, thus yielding an increase in this metric.	51.00	55.60	60.00	60.30	65.00
African-American Growth Percentile - Reading					
Burke's population is made up of nearly all African-American students, therefore the rationale would not significantly change.	52.00	76.00	70.00	65.00	75.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
We have continued to use our MTSS process in order to support students through the use of interventions, monitoring and adjustments. Additionally, we have ensured proper modifications and accommodations for students and hired additional DL staff as an increase support system for DL students. We anticipate that students will continue to meet their growth targets although there was a decline at EOY last year.	14.00	99.00	70.00	75.00	75.00
African-American Growth Percentile - Math					
Burke's population is made up of nearly all African-American students, therefore the rationale would not significantly change.	47.00	69.00	70.00	75.00	75.00

Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00
-----	---------	---------	------	------	------

English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00
-----	---------	---------	------	------	------

Diverse Learner Growth Percentile - Math

We have continued to use our MTSS process in order to support students through the use of interventions, monitoring and adjustments. Additionally, we have ensured proper modifications and accommodations for students and hired additional DL staff as an increase support system for DL students. We anticipate that students will continue to meet their growth targets although there was a decline at EOY last year.	12.00	73.00	70.00	75.00	80.00
--	-------	-------	-------	-------	-------

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

Burke anticipates an increase in attainment with continuous implementation of balanced literacy, the use of our Core Curricular Resources and an emphasis on small group instruction and planning.	22.00	23.00	31.50	40.00	50.00
--	-------	-------	-------	-------	-------

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

With the change to Envisions Math curriculum, including the use of end of module assessments, instruction adjustments and teacher collaboration around planning and implementation, we anticipate an increase in attainment.	24.00	27.00	33.50	40.00	50.00
--	-------	-------	-------	-------	-------

National School Attainment Percentile - Reading (Grade 2)

Burke anticipates an increase in attainment with continuous implementation of balanced literacy, the use of our Core Curricular Resources and an emphasis on small group instruction and planning.	2.00	6.00	40.00	23.00	40.00
--	------	------	-------	-------	-------

National School Attainment Percentile - Math (Grade 2)

With the change to Envisions Math curriculum, including the use of end of module assessments, instruction adjustments and teacher collaboration around planning and implementation, we anticipate an increase in attainment.	9.00	14.00	40.00	27.00	40.00
--	------	-------	-------	-------	-------

% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00	0.00
-----	---------	---------	------	------	------

Average Daily Attendance Rate

Currently our ADA is 93.55 %. In order to address our attendance goal we have an attendance plan that includes incentives for students whose attendance increases by 1% during the month of April. A "Race to Ten" and perfect attendance competition for homerooms. We are also targeting students who are just below 95% according to our off-track data metric, to incentivize their attendance and to reach our attendance goal.	93.70	93.70	95.00	95.00	96.00
--	-------	-------	-------	-------	-------

My Voice, My School 5 Essentials Survey

We anticipate continuing to obtain "Well Organized" status.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---	---------	---------	---------	---------	---------

Custom metrics

6 of 6 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
OSS per 100 (all students)					

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

2.76

1.63

1.66

1.55

1.44

The goal is to reduce this metric by at least 7% annually for SY18-20.

OSS per 100 (Diverse Learners students only)

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

7.88

1.50

1.56

1.34

1.15

The goal is to reduce this metric by at least 14% annually for SY18-20.

OSS per 100 (African American students only)

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

2.60

1.40

1.43

1.33

1.24

The goal is to reduce this metric by at least 7% annually for SY18-20.

% of Group 3 Misconducts Routed to OSS

This metric indicates the number of times (reported as a percent) a school assigns an out-of-school suspension to a student for their involvement in a Group 3 incident from the Student Code of Conduct. Whenever possible, interventions and consequences that do not exclude the student from their regular educational schedule should be attempted. The rate is calculated by taking the number of Group 3 incidents that result in an out-of-school suspension and dividing it by the total number of Group 3 incidents and then multiplying that figure by 100.

0.00

0.00

0.00

0.00

0.00

The goal is reduce this metric by at least 60% for SY18-19 and another 40% for SY19-20.

Serious Misconducts (Group 4-6) per 100

The number of serious misconducts per 100 students shows the number of reported SCC Group 4, 5, or 6 incidents reported for every 100 students at the school. This helps account for schools of different sizes when considering how frequently serious misconducts occur at the school, and makes it possible to make school level comparisons. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. The rate is calculated by taking the number of Group 4, 5, and 6 misconduct codes assigned to students and dividing it by the total number of enrolled students and then multiplying that figure by 100. NOTE: This number may be higher than anticipated as sometimes multiple Group 4, 5, and 6 violations of the Student Code of Conduct may be assigned to a signal incident.

4.38

2.80

3.08

2.77

2.49

The goal is to reduce this metric by at least 10% annually for SY18-20.

3-8 On Track

To ensure students are prepared to succeed in high school, Network 9's goal is for each elementary school to increase their 3-8 On Track Rate 30% to the 2020 SY.

40.00

43.00

50.00

56.00

58.00

Strategies

Strategy 1

If we do...

If we identify common powerful practices aligned to CCSS shifts in math and literacy through the use of teacher practice and student achievement data (i.e. In year 1, understand implications of the CCCS shifts in math and literacy, analyze and align instructional resources and assessments, and plan and assign CCSS aligned tasks), and support teacher development in implementing those powerful practices through cycles of professional learning (which include collaborative planning, peer observations, student and teacher pre- and post-assessments, and looking at student work protocols)

...then we see...

then, instruction will reflect the key CCSS shifts in math and literacy through the use of common CCSS aligned curricular resources, tasks and assessments, and teachers will effectively analyze CCSS-aligned assessments to drive their instruction so that all students are appropriately challenged, student learning will increase, and students will develop as critical thinkers.

...which leads to...

We will see more students achieve grade level standards bringing us to our goals of reaching the 31.5th percentile in reading attainment for grades 3-8, 33.5th percentile in math attainment for grades 3-8, and the 23rd percentile for 2nd Grade Literacy and the 27th percentile for Math. Additionally, we will see at least 60% of students meeting growth targets in both reading and math.

Tags:

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

Action step

Responsible

Timeframe

Status

Use learning walk, observational and student achievement data to clearly name powerful practice for next year. (Consider alignment of plans (task, and CCSS delivery as a powerful practice)

ILT and Admin

May 14, 2018 to
Jun 1, 2018

On-Track

Evaluate/examine literacy resources for CCSS alignment and address gaps (do we consider filling in gaps with additional curricular resources?)

TLs, MCL, Admin,
Teachers

Jun 25, 2018 to
Jun 29, 2018

Not started

Make sure all teachers have had formalized Eureka PD - Determine expectations for use of all Eureka materials and how to communicate in Handbook and during opening PD (Eureka PD - July 10 -13 Major Work of the Grade & Preparation & Customization)

All Math teachers,
admin and TLs

Jul 10, 2018 to
Jul 12, 2018

Not started

Norm what the "key shifts" in the CCSS look like (math & literacy)	All teachers, principal, MCL, Tls	Aug 6, 2018 to Aug 10, 2018	Not started
Vertically aligning and norming what a grade-level common core-aligned task looks like (think about how this connects to Gradebook/grading practices) - For each standard (ongoing work)	All teachers, principal, MCL, Tls	Aug 6, 2018 to Aug 10, 2018	Not started
Review existing ELA units for alignment to (standards, scope and sequence, assessments, curricular resources)	Tls, MCL, Admin, Teachers	Aug 6, 2018 to Aug 10, 2018	Not started
Create Learning Cycle Calendar for the Year Plan to incorporate collaborative planning and lesson/task norming throughout LCs	Tls, MCL, Admin	Jul 23, 2018 to Aug 3, 2018	Not started
Teachers take self-assessment about current/past Eureka use. Plan mini-PD about components and how they fit together, and communicate expectations of Eureka Use	Tls	Aug 23, 2018 to Aug 23, 2018	Not started
Kick off Learning Cycle for year and present year-long LC calendar (calendar will include common planning time and task alignment).	Tls, MCL, Admin	Aug 23, 2018 to Aug 23, 2018	Not started
Define work of Tls, MCL and systems for accessing support	Tls, MCL, Admin	Jul 9, 2018 to Aug 23, 2018	Not started
Teachers submit pacing calendars (math), curriculum map (ELA) and opening units	Teachers, Tls, MCL, Admin	Aug 21, 2018 to Aug 21, 2018	Not started
When pacing calendars and units are submitted, Tls, MCLs will hold collaborative planning time, provide feedback and calendar assessment dates on the Burke Assessment Calendar (Google)	Tls, MCL	Aug 21, 2018 to Sep 3, 2018	Not started

Strategy 2

If we do...

If we identify students in a timely manner (quantify) who are struggling or need enrichment and use appropriate screeners to identify (name) skill areas for development, intervene using appropriate intervention that targets students' area(s) of need (i.e. Burke Math Intervention, LLI, Wilson Reading), monitor progress using periodic aligned assessment and adjust intervention program in a way that is responsive to PM data

...then we see...

Then students will be more confident and engaged in their learning, exceed their growth targets, take agency in their classrooms and own their learning.

...which leads to...

At least 60% of students meeting their NWEA targets in both Reading and Math, and an increase in our growth percentile to 84.5 in Literacy and 70 in Math. Additionally, we should see a 10% reductions in behavior infractions recorded in student logger.

Tags:

Area(s) of focus:

1, 3, 4

Action step

Responsible

Timeframe

Status

Identify screeners (TRC/Dibels for K-2, identify for 3-8), Identify tool and schedule for PM in Grades 3-8	(Blank)	select	Not started
Plan for all 3-5th grade teachers and interventionists to administer the BAS to all students (interventionists support with students below 24th percentile)	(Blank)	select	Not started
Clearly name process for how students referred for intervention after initial assessment period. Implement through MTSS Meetings	(Blank)	select	Not started
Complete all math backmaps and assessments for core concepts for Eureka! Math Intervention Program	(Blank)	select	Not started
Name and make clear process for math intervention (what key concept area to focus on? How to refer a student? How to progress monitor using intervention assessment or another? How to communicate that progress or lack thereof?)	(Blank)	select	Not started
Plan a Eureka! Math Mod 0 with assessment for all grade levels. Implement during first 2 weeks of school.	(Blank)	select	Not started
Establish interventionist schedules (assessment schedules and implementation schedules, with PM check ins around case loads)	(Blank)	select	Not started
Reclarify and name what are Tier II and III academic supports to present at BOY and use in MTSS meetings throughout the school year.	(Blank)	select	Not started
Implement... Screen, schedule, monthly meetings	(Blank)	select	Not started

Strategy 3

If we do...

consistently implement Tier 1 SEL frameworks with fidelity in all classrooms and common areas, identify students who are struggling, use appropriate screeners to identify areas needed for support and intervene using appropriate Tier II and III SEL interventions while monitoring progress and adjusting interventions as needed

...then we see...

students will be able to spend more time on task in classrooms, misconducts and suspensions will decrease, a reduction in number of students needing Tier II-III supports, student and staff attendance will increase, students will be able to self-regulate

...which leads to...

An increase in our average daily attendance to 94%, a 10% decrease in the number of behavior infractions recorded in logger, and 60% or more of students meeting or exceeding targets on NWEA

Tags:

Area(s) of focus:

Action step

Responsible

Timeframe

Status

<p>Define responsibilities of Teams for Tier I and II/III Supports: Redefine our current Culture and Climate Team into two separate teams. 1 team is responsible for implementation of all Tier I systems (Morning Meeting, Second Step, Calm Classroom, Chill Zones, CHAMPS/DD, PBIS), Tier II/III Team responsible for responsive RP implementation, discipline procedure implementation and refinement, partnership with BHT to ensure Tier II/III supports implemented along with BSPs for high fliers, discipline data review and response. Tier I Frameworks: 2nd Step, Calm Classroom implemented with fidelity in all classrooms</p>	Admin CC Team	May 14, 2018 to May 28, 2018	Not started
<p>Tier I: Clearly articulate all components of SEL Frameworks and develop outline for what is to be implemented when and by whom.</p>	Admin, Tier I team	select	Not started
<p>Ensure all staff have had appropriate training to implement SEL frameworks/practices</p>	Admin	select	Not started
<p>Develop a Tier I SEL Learning Cycle Calendar. Make use of rubrics to assess implementation of SEL frameworks (Morning Meeting) and refine where needed</p>	Admin, MCL, Tier I Team	select	Not started
<p>Identify an SEL screener for Tier II/III supports (before students become "high fliers")</p>	Tier II Team, BHT, Admin	select	Not started
<p>Clearly outline BHT process, roles, responsibilities, a process for progress monitoring of students who receive Tier II and III supports with clear identification of who is responsible for this PM, and process to review and respond. (include teachers in BHT process)</p>	BHT, Admin, Tier II Team	select	Not started
<p>Develop a Behavior Support Plan template and process and include behavior action plan as a part of BHT process to support students receiving Tier II and III supports (template, process for development, process for evaluation)</p>	BHT, Admin, Dean, Tier II Team	select	Not started
<p>Include counselor in monthly MTSS meetings (make sure that MTSS meetings are not scheduled on "Team Days") Include Specials Team is aware of supports/action plans/issues with particular students</p>	Counselor, Admin	select	Not started
<p>Look for and obtain training and guidance around what to do when interventions are non-responsive</p>	BHT, Admin	select	Not started
<p>Make use of parent room and parent resource teacher to ensure parent support for carryover of SEL work at school to home</p>	CPC HT, PRT, Admin	select	Not started
<p>Review and modify existing behavior matrix to develop effective natural consequences for extreme behavior after de-escalation occurs</p>	Tier II/III Team and Admin	select	Not started

Action Plan

Strategy 1

ON-TRACK

Use learning walk, observational and student achievement data to clearly name powerful practice for next year. (Consider alignment of plans (task, and CCSS delivery as a powerful practice)"

May 14, 2018 to Jun 01, 2018 - ILT and Admin

Status history



ON-TRACK

May 14, 2018
Evidence

NOT STARTED

Make sure all teachers have had formalized Eureka PD - Determine expectations for use of all Eureka materials and how to communicate in Handbook and during opening PD (Eureka PD - July 10 -13 Major Work of the Grade & Preparation & Customization)"

Jul 10, 2018 to Jul 12, 2018 - All Math teachers, admin and Tls

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Norm what the "key shifts" in the CCSS look like (math & literacy)"

Aug 06, 2018 to Aug 10, 2018 - All teachers, principal, MCL, Tls

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Vertically aligning and norming what a grade-level common core-aligned task looks like (think about how this connects to Gradebook/grading practices) - For each standard (ongoing work)"

Aug 06, 2018 to Aug 10, 2018 - All teachers, principal, MCL, Tls

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Evaluate/examine literacy resources for CCSS alignment and address gaps (do we consider filling in gaps with additional curricular resources?)"

Jun 25, 2018 to Jun 29, 2018 - Tls, MCL, Admin, Teachers

Status history



May 14

NOT STARTED May 14, 2018
Evidence

NOT STARTED Review existing ELA units for alignment to (standards, scope and sequence, assessments, curricular resources)"
Aug 06, 2018 to Aug 10, 2018 - TLs, MCL, Admin, Teachers

Status history



NOT STARTED May 14, 2018
Evidence

NOT STARTED Create Learning Cycle Calendar for the Year Plan to incorporate collaborative planning and lesson/task norming throughout LCs"
Jul 23, 2018 to Aug 03, 2018 - TLs, MCL, Admin

Status history



NOT STARTED May 14, 2018
Evidence

NOT STARTED Teachers take self-assessment about current/past Eureka use. Plan mini-PD about components and how they fit together, and communicate expectations of Eureka Use"
Aug 23, 2018 to Aug 23, 2018 - TLs

Status history



NOT STARTED May 14, 2018
Evidence

NOT STARTED Kick off Learning Cycle for year and present year-long LC calendar (calendar will include common planning time and task alignment)."
Aug 23, 2018 to Aug 23, 2018 - TLs, MCL, Admin

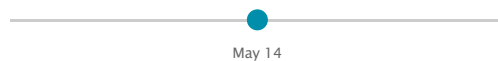
Status history



NOT STARTED May 14, 2018
Evidence

NOT STARTED Define work of TLs, MCL and systems for accessing support"
Jul 09, 2018 to Aug 23, 2018 - TLs, MCL, Admin

Status history



NOT STARTED May 14, 2018
Evidence

NOT STARTED Teachers submit pacing calendars (math), curriculum map (ELA) and opening units"
Aug 21, 2018 to Aug 21, 2018 - Teachers, TLs, MCL, Admin

Status history

May 14

NOT STARTED May 14, 2018
Evidence

NOT STARTED

When pacing calendars and units are submitted, TLs, MCLs will hold collaborative planning time, provide feedback and calendar assessment dates on the Burke Assessment Calendar (Google)"

Aug 21, 2018 to Sep 03, 2018 - TLs, MCL

Status history

May 14

NOT STARTED May 14, 2018
Evidence

Strategy 2

NOT STARTED Identify screeners (TRC/Dibels for K-2, identify for 3-8), Identify tool and schedule for PM in Grades 3-8"

Status history

May 14

NOT STARTED May 14, 2018
Evidence

NOT STARTED

Plan for all 3-5th grade teachers and interventionists to administer the BAS to all students (interventionists support with students below 24th percentile)"

Status history

May 14

NOT STARTED May 14, 2018
Evidence

NOT STARTED Clearly name process for how students referred for intervention after initial assessment period. Implement through MTSS Meetings"

Status history

May 14

NOT STARTED May 14, 2018
Evidence

NOT STARTED Complete all math backmaps and assessments for core concepts for Eureka! Math Intervention Program"

Status history

May 14

NOT STARTED May 14, 2018
Evidence

NOT STARTED

Name and make clear process for math intervention (what key concept area to focus on? How to refer a student? How to progress monitor using intervention assessment or another? How to communicate that progress or lack thereof?)

Status history

May 14

NOT STARTED May 14, 2018
Evidence

NOT STARTED Plan a Eureka! Math Mod 0 with assessment for all grade levels. Implement during first 2 weeks of school."

Status history

May 14

NOT STARTED May 14, 2018
Evidence

NOT STARTED Establish interventionist schedules (assessment schedules and implementation schedules, with PM check ins around case loads)"

Status history

May 14

NOT STARTED May 14, 2018
Evidence

NOT STARTED Reclarify and name what are Tier II and III academic supports to present at BOY and use in MTSS meetings throughout the school year."

Status history

May 14

NOT STARTED May 14, 2018
Evidence

NOT STARTED Implement... Screen, schedule, monthly meetings"

Status history

May 14

NOT STARTED May 14, 2018
Evidence

Strategy 3

NOT STARTED

Define responsibilities of Teams for Tier I and II/III Supports: Redefine our current Culture and Climate Team into two separate teams. 1 team is responsible for implementation of all Tier I systems (Morning Meeting, Second Step, Calm Classroom, Chill Zones, CHAMPS/DD, PBIS), Tier II/III Team responsible for responsive RP implementation, discipline procedure implementation and refinement, partnership with BHT to ensure Tier II/III supports implemented along with BSPs for high fliers, discipline data review and response. Tier I Frameworks: 2nd Step, Calm Classroom implemented with fidelity in all classrooms"

May 14, 2018 to May 28, 2018 - Admin CC Team

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Tier I: Clearly articulate all components of SEL Frameworks and develop outline for what is to be implemented when and by whom."
- Admin, Tier I team

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Ensure all staff have had appropriate training to implement SEL frameworks/practices"
- Admin

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Develop a Tier I SEL Learning Cycle Calendar. Make use of rubrics to assess implementation of SEL frameworks (Morning Meeting) and refine where needed"

- Admin, MCL, Tier I Team

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Identify an SEL screener for Tier II/III supports (before students become "high fliers")"
- Tier II Team, BHT, Admin

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Clearly outline BHT process, roles, responsibilities, a process for progress monitoring of students who receive Tier II and III supports with clear identification of who is responsible for this PM, and process to review and respond. (include teachers in BHT process)"

- BHT, Admin, Tier II Team

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Develop a Behavior Support Plan template and process and include behavior action plan as a part of BHT process to support students receiving Tier II and III supports (template, process for development, process for evaluation)"

- BHT, Admin, Dean, Tier II Team

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Include counselor in monthly MTSS meetings (make sure that MTSS meetings are not scheduled on "Team Days") Include Specials Team is aware of supports/action plans/issues with particular students"

- Counselor, Admin

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Look for and obtain training and guidance around what to do when interventions are non-responsive"
- BHT, Admin

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Make use of parent room and parent resource teacher to ensure parent support for carryover of SEL work at school to home"
- CPC HT, PRT, Admin

Status history



NOT STARTED

May 14, 2018
Evidence

NOT STARTED

Review and modify existing behavior matrix to develop effective natural consequences for extreme behavior after de-escalation occurs"
- Tier II/III Team and Admin

Status history

NOT STARTED

May 14, 2018
Evidence

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of 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.

All parents will be invited via email, robo-call, newsletter, and posted public notice to participate in the ESSA, Title I school parental and family engagement plan.

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

We will hold our annual organization meeting and schedule the consecutive monthly meetings for the duration of the year. The PAC meetings will be scheduled at a time that parents feel is most convenient so that we may have the opportunity to engage as many parents as we can. Our Title I Organization meeting occurred September 27, 2019.

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 school will provide regular communication to parents via robo-call and newsletter sent home with students. We will also send out surveys to get parent input, and continually update our parent contact information at all school events (Open House, Report Card p/u, Grandparents Day, etc;). We will respond to parent concerns by scheduling meetings with the parent, making phone calls, and/or via US mail.

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.

All assessment information for students will be distributed to parents at Open House, Report Card p/u, Grade Level meetings, or one to one meetings with school staff. If for any reason the parent is unable to make it to the school to obtain the information, we will send the report via US mail.

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.

Notice of instruction being provided by a teacher who is not highly qualified will be sent to parents via official school letter.

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.

Data review will be an ongoing agenda item for Title I meetings. Parents need to understand the states academic achievement standards, and the assessments that their child will take during the school year. Presentations will be done on this content at least once per quarter.

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.

Our school will provide these resources to our parents in our Parent Resource Room. This room is equipped with technology, a facilitator, and SCR to assist parents with the resources they may need. The parent room is open each day.

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.

We will provide professional development sessions on SEL and CRT which highlight the importance of getting parents involved in their child's education. It also helps teachers and staff to determine the best way to work with and reach out to parents/family members and build relationships.

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 Parent Resource Facilitator will coordinate and integrate programs for parents and families. This coordination includes Pre-K as well as Elementary students and families. We will also be working with CPS Parent University so that our parents have access to workshops outside of our school that encompass broader topics that may be helpful for our parents and their families.

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.

We will send information to parents that is timely, thorough but not overstated, and in the language needed and/or requested by the parent. While our students may not be ELL, they may have family members who need information sent in a native language; and we will make this provision.

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.)

"We envision Burke students developing perseverance, empowerment, and collaboration - accompanied with a positive sense of self in order to become successful learners"
The curriculum being used this year to support the vision is: Guided Reading (independent reading/mentor texts), and Envisions Math. We are also using Measuring Up tools for remediation, and to progress monitor student success.

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.

We will host parent conferences every five weeks for teachers to share with parents student progress and areas for improvement. We will also share resources for each family as well as develop plans for students to be successful.

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

Parents will definitely get reports on their child's progress every five weeks. However, in addition to that, teachers are keeping more frequent contact with parents through weekly newsletters by class, use of the REMIND app, phone calls, and the use of Parent Portal.

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

Staff is available to meet with parents before school, during planning periods, and after school.

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.

Parents are welcomed to volunteer at the school in various capacities. Field trips is one way that parents participate however other volunteer roles require completing the CPS volunteer process. Once parents have done this, they are able to assist in classrooms, work on projects in the Parent Resource room, Read with Students, and more.

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

Parents support their child's learning by: Getting them to school daily and on-time, monitoring homework completion, and having a back-up plan in the event their child says he/she has completed their assignment already. Keeping in touch with the teacher, making sure bulletins are received, keeping the most up-to-date contact information in SIM for the school to communicate via robocall or email.

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

Parents will participate in PAC meetings, LSC meetings, Surveys, and Round Table discussions so that feedback and suggestions for the education of their students is heard.

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

Students will set goals individually, and collectively for academic achievement. Students will be apprised of the A-B-C system and will aspire to it monthly.

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.

The PAC would like to host a Parent Activity weekly in conjunction with the Parent Resource Facilitator. These activities will range from healthy eating to understanding NWEA/TRC. We will begin attending Parent University workshops during the 2nd Quarter that address broader topics with the use of experts like: SEL, Financial Literacy, Special Education and more; we will continue these throughout the year. In addition, we plan to continue our partnership with the TRC Senior Living Home for the Winter holiday season to help build community relationships between the seniors and our students to promote more unity within the neighborhood.

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.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 900 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 640 .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)	\$ 1021 .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.	\$ Amount .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
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ Amount .00

