Burnside Elementary Scholastic Academy (/school-plans/51) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/08/2016	30	SEF Analysis
04/08/2016	12	Action Steps created based on SEF Analysis

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

Based on adminstrative classroom observation, lesson plan review and Reflect and Learn datat it was revealed that about 60% of our teachers lacked coherent instruction and had no plan for small group delivery. This lead the ILT to create a school brand that idenitifed 3 key levers for quality instructional practices. The 3 key levers of focus were 1d- Designing Coherent Instruction, 3a-Effective Communication, and 3d- Using Assessment in Instruction. The outcome lead to 60% of our teachers creating more efficient lesson plans and targeted small group instruction plans. The school brand is played each morning as a constant reminder of our shared vision.
.
Five Essential data from the 2014- 2015 survey reveals that 100% of the teachers agreed that the school's vision is clearly communicated. (67% strongly agree and 33% agree)

Five Essential Survey indicates that 97% of the staff agree that leadership makes clear expectations for meeting instructional goals, yet not all staff meets expectations according to administrative observations and walkthroughs.

Burnside host a 2nd quarter report card pick-up with over 80% parent attendance to provide overview of middle of the year data. The data shared with parents include: NWEA data and percentiles, Dibels Data, On/Off Track data and what it means coupled with strategies they can use at home to improve student outcomes.

Host 7th & 8th grade parent meeting with 70% of parents in attendance to discuss grade level requirements which includes highschool enrollment, on/off track data, CPS policies for promotion and strategies for consistent parent teacher communication

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1   2   **3**   4

Based on the Instructional Leadership Effectiveness Rubric completed by 10 of the ILT team members independently, we recieved an overall rating of a 3.5 which indicates that the team agrees that all or most of the indicators of highly effective teams is evident during our meetings.

Staff survey reavealed the 83% understand the responsiblity of the team, yet 60% feel that the information discussed at ILT meetings is not shared consistently with the entire staff.

Instructional Leadership Meetings systematically uses the MTSS Problem Solving Protocol Template to define problem and identify root causes for the purpose of creating an action plan to improve student outcomes. The data that is reviewed from Dashboard includes; attendance, on/off track student data and misconducts. Additionally, grade book is reviewed for additional evidence in identlifying next steps. The outcome of our approach has lead to increased student attendance and additional supports for identified grade levels.

Based on Reflect and Learn data 68% percent of our teachers are proficient and 19% are distinguished in domain 4 which demonstrates that teachers are reflecting on best practices and using opportunities to develop professionally.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

	EVIDENCE, MEASURES, AND STANDARDS
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

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

1   2   **3**   4

Burnside's Professional Development Plan for the 2015- 2016 school year outlined 2 professional developments using the Optimal Model of Learning and 2 for small group in both Literacy and Math. We successfully completed each PD during grade level and afterschool departmental meetings. The outcome lead to more targeted instruction in 70% of our classsrooms, based on administrative classroom observation and MOY middle of the year data growth in Reading. More work is needed for math department.

Staff survey exposed that 55.6% of our staff collaborate once a week, 11.1% monthly and 16.7% not enough on topics related to strategies to improve student outcomes, collaborative planning and various other student data points.

Five Essential survey reveals that 70% of the teachers engage in collaborative practices, yet 33% believe we have collective responsibility, which shows that there is a disconnect between collaborative conversations and how that transfer that to classroom practices and shared responsibility.

Administration developed a schedule that provided non-evaluative feedback to teachers to support teacher development in domains that had been identified as next steps for individual teacher development. Teachers were provided actionable next steps during feedback sessions that included dates on follow-up visits and strategies to improve teacher practices.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1   2   **3**   4

> Burnside departmentalized 2nd - 8th grade based on teacher endorsements, teachers survey and adminstrative observation that disclosed that approximately 60% of the teachers held language arts endorsements and 30% percent held endorsements in math. This lead us to departmentalized our building to leverage the capacity of our literacy teachers strengths and build the capacity of our math teachers by allowing them to focus on one major content area and provide more individualized professional development
>
> Funds were allocated for 2 sessions of after school programs that allowed 8- weeks of intervention and 6 weeks of enrichment. The results of the program is still to be determined.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

Score

1 2 **3** 4

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

> Staff survey results reveal that 45.5% of teachers feel they have adequate resources to engage in rigorous literacy instruction and 60% feel they have adequate resources that are aligned to the standards required for math instruction.
>
> Reflect and Learn Data substantiates that 66.95% of our teachers are proficient and 13.49% are distinguished in providing effective communication. A deeper dive into our feedback in RLS also determined that teachers are being celebrated for clearly communicating objectives to students and their relevance for learning.
>
> SQRP data and Middle of the Year Data results show that over 60% of our students are meeting or exceeding in attainment for literacy and over 60% are on track to meeting end of year goals which shows alignment of curriculum to student needs.
>
> Second Step Curriculum is provided for K - 8 however it is implemented in 50% of the classrooms with fidelity and the dashboard data confirms a low incidence of behavior in those classrooms of which it is being implemented.
>
> The NWEA middle of the year data shows that our Diverse Learning students are growing in literacy due to resource pull-out and small group instruction that is focused on supporting individual students with core instruction.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**

- Diverse learners to demonstrate core knowledge and skills.
- English Learners to develop academic language to demonstrate mastery.
  - Use English and native language development in addition to content standards to differentiate for English learners.
  - Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1 **2** 3 4

> Based on staff survey 50% of the teachers feel that they do not have enough standard aligned resources to support instruction. Although for the 2015- 2016 school year we purchased "Go Math" curriculum for Kdg- 5th grade, Connected Math for 6th- 8th grade, Pearson Science for Kdg- 8th grade and additional resources where added to Guided Reading Resources which resulted in books from levels A-Z.
>
> Based on My Voice, My School Survey 66% percent of students feel that they are being engaged in ambitious instruction. More specifically 53% in English and 73% in math which indicates that students feel that the materials used in math allow more opportunities for rigorous engagement. Yet middle of the year NWEA data reveals that we are making adequate progress in Reading but very little in math.
>
> Staff Survey reveals that 66.7% of teachers integrate some form of technology daily, 22.2% 2-3 times a week and 11.1% rarely. Further discussion revealed that much of the technology integration is teacher directed by way of power point lessons, you tube lessons and/or Flocabulary videos. All classrooms have been upgraded to include smart board technology.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1   2   3   4

Based on My Voice, My School survey 54% of teachers surveyed feel students engage in classroom conversations that build thier critical thinking skills. Reach Observations data revealed that 40% of our teachers received a basic or unsatisfactory status in questioning and discussion techniques. This data suggest that more support is needed for teachers to engage students in low and high level, open ended and developmentally approoriate questions that require student thinking, higher levels of engagement and promotes deeper understanding.

Administrative Next Steps in Reflect and Learn for 35% of teachers recommended that teachers incorporate blooms level of questioning with focus on analyzing, evaluating and creating in their lesson plan development and post essential question chart weekly. Lesson plan review determined that this practice is consistent in 30% of classrooms and/or lesson plans.

Math talks are evident in 100% of math classrooms based on administrative and ISL walk-throughs and lesson plan review.

Burnside has no formal method for student task analysis.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**

- Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
- Tasks are Integrative to draw on multiple standards.
- Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
  - ○ **Tasks reflect the key shifts in literacy.**
    - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
    - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
    - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
  - ○ **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
  - ○ **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
  - ○ **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
    - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 **2** 3 4

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

Burnside offers Algebra program for students in 8th grade, with 25% passing rate.

Semester meetings are held to provide parents with information related to high school selection, requirements and deadlines. Approximately 50% of 7th grade parents were in attendance and 60% of 8th grade parents in attendance.

School counselor meets with individual parents and students to support transition of Diverse Learning students to best high school setting based on their needs identified by their academic history, current IEP goals and DLM testing to ensure appropriate placement with key accommodation and modifications in place.

Burnside is part of National Junior BETA organization that provides selected students in 5th- 8th grade opportunities to develop their skills in the areas of leadership, service, character and academic achievement. Approximately 30 students each year attend conferences that allows them to engage in various competitions with students across the country and exposes them to various career options.

Guide for Transitions, College & Career Access & Persistence

- ○ **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.

- Monitor the progress of English learners after transition from services.
- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student support the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
  - Use student data and best practices research to develop focused programs.
  - Expand access beyond students who are struggling academically.
  - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1   2   3   4

Based on SQRP results 1% of our diverse learning students grew in Math and 12% in Reading. Targeted instruction is not consistently happening for students with disabilities which impacts their growth in core subject areas.

Middle of the year data shows that diverse learning students are not meeting expected middle of the year growth targets. In math students dropped 56.3% which signifies that they are not getting targeted instruction based on NWEA data.

Administrative observations and lesson plan review revealed that more than 60% of our staff were not engaging in small group instruction. Furthermore, middle of the year data showed growth for students between the 41st and 80th percentile which is comprised mostly of students who were at attainment coming into the grade level. Instruction was taught whole group and focused mostly or grade level core standards.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students;

Score

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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.

Staff Survey revealed that 60% of the staff is not comfortable with the MTSS process and ILT team confirmed that teachers need more support with the process of gathering data to substantiate moving students between tiers 2. Furthermore teachers feel there is no clear structure for data collection when moving students from Tier 2 to Tier 3.

Dashboard off track data is analyzed during ILT meetings for the purpose of identifying if students are off track due to attendance and/or grades and further scaled down to subject areas. Using the MTSS protocol the team creates an action plan with specific target dates to monitor student progress and put supports in place to get them back on track.

Administrative lesson plan and classroom observation confirmed that 70% of classroom teachers were not engaging students in formative assessments, which impacted student engagement due to lack of understanding of intial teaching strategy used by the teacher and inconsistent monitoring by adminstration

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Balanced Assessment & Grading:

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

Score

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> Grade book reflects a common weighted grading scale across grade levels and content areas in 1st - 8th grade.
>
> Teachers are required to include formative assessments in their weekly lesson plans and adminstrative lesson plan review revealed that this practice is evident in 70% of the math lesson plans and 30% of the reading lesson plans.
>
> Burnside has no formal system for analyzing the rigor of assessments. Most assessments are teacher generated or created using STRIDE academy quiz builder system.
>
> Grade book analysis confirms that teachers provide students with an opportunity to re-assess and improve mastery of skill in 60% of the classrooms which allows students an opportunity to be succesful.
>
> Grades are analyzed by the counselor, classroom teachers and during ILT meetings to identify students that may need tier 2 and/or tier 3 support.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students,**

families, postsecondary institutions, and prospective employers.
- Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
- Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1 2 **3** 4

Five Essential Data data suggest that 71% of the students strongly agree and 27% agree that teachers expect them to do their best at all times. Additionally, 74% strongly agree and 22% agree that teachers want students to be better thinkers, not memorize things. This data shows that teachers have high expectations for students beyond the status quo.

Attendance reports are sent home to families weekly via email that shares grade level weekly attendance and highlights grade levels that are above 95%. Due to the increased awareness of grade level attendance and targets, student attendance has improved in over 90% of the grade levels.

6th-8th grade students post weekly self-assessment charts for work ethic, homework and assignments in literacy which has a direct correlation to the 60% of teachers with a proficient and 13% distinguished in literacy on their summative rating.

Our school brand was created based on classroom and lesson plan reviews that took place during the first quarter. The data unmasked lack of coherent instruciton due to ineffective planning, which led to poor communication and no formative assessment or targeted instruction. During ILT meeting it was discovered that team members felt the brand was a statement that was not being fully implemented by teaches, communicated to students and practiced in their daily instruciton due to lack of buy-in. The team decided to make it part of morning announcements, alignment of lesson plan and discussed with students and also during grade level and team meetings to ensure staff ownership and school continuity. This practice has shown significant improvement in domain 1- Planning and Preparation and 2b- Establishing a Culture of Learning based on Reflect and Learn Data.

School -wide expectations are posted around the building for recess, lunchroom, hallway and bathroom which has led to 77% of our staff responding in a survey that we have procedures in place for safety of students and staff. Additionally, Five Essentials data reveals that over 80% of the students surveyed feel safe in the classroom and hallways.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 3 4

> The Five Essential survey revealed that 37% of students feel that teachers and students share high levels of mutual respect. Administrative and students conferences confirmed that over 20% of our students feel that teachers don't respect them, therefore many of them don't feel comfortable expressing themselves to teachers and use other outlets such as dean of students, counselor, social work or adminstration to share frustrations.
>
> The Five Essential survey revealed 46% of teachers feel that teachers are supportive and respectful of one another, personally and professionally. This data suggest that over 50% of our staff is concerned with teacher to teacher relationships and currently no structures have been put in place to address it.
>
> Discipline data is analyzed and targeted students are assigned a mentor to do daily or weekly check-ins to support social emotional status and improve academic progress. We have no formal tracking system to identify the impact of the mentorships only informal conversations with teachers, which in a few of the cases have improved time on task and social engagment.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

Five Essentials data reveals that 63% of our students surveyed feel that for academic work students demonstrate behaviors that lead to academic achievement. Furthermore, 70% feel that it is important to come to school everyday, which raises concerns about the 30% who believe its not.

Burnside is part of Junior Beta Club that promotes the ideals of academic achievement, character, service and leadership among elementary and secondary school students. Each year we select 30+ students to participate in various competitions that are held in locally and nationally and allows them to display thier talents.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

REACH data confirms that 90% of our teachers recieved a proficent and/or distinguished in managing classroom procedures which supports efficient and orderly transitions between activities.

Students are assigned classroom roles and responsibilities in 70% of our classrooms which helps with quick transitions and disruption of learning.

Systems have been put in place for student arrival and dismissal which results in less than 5% of student incidents related to arrival and dismissal of students.

Staff survey suggest that 77.8% of staff feel that we have adequate safety procedures in place.

Dashboard data reflects that week 35 of this school year has a reduced number of incidents compared to previous 2 years.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1   2   **3**   4

Staff survey disclosed that 64.7% of teachers feel that the restorative model of discipline is effective and have seen a decrease in the number of on-going discipline incidents in their classrooms

Dean of students engages students in restorative practices and has identified that for some students it has been effective due to them taking ownership of thier behavior and for others more intervention is needed. Students identified in this category is discussed with adminstrative team and for some students behavior plans are implemented and social worker is engaged.

Discipline data in Dashboard has decreased 2 percent points with only 4% of discipline incidents reported with 61% resulting in restorative practices, 14% other and 11% out of school suspension. Fourteen out of over 535 students recieved out of school suspension of which none were related to fighting.

Adminstrative team meets bi-monthly with security and miscellaneous recess staff to proactively address student behavior during lunch and recess which has resulted in a reduced number of incidents during lunch and recess.

Proactively meeting with the staff has resulted in 0 incidents during lunch and recess for this school year.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

1 2 **3** 4

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high

levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

> Communication logs reveal that teachers are communicating with parents using phone, class dojo, email and grade book which has resulted in positive home school communication
>
> Forty Five percent of our parents engage with the parent portal which increases the amount of communcation that parents and teachers have between report card pick-up.
>
> Burnside host a second quarter report card pick-up after middle of the year testing with approximatly 75% of our parents in attendance. We created a data sharing document that provides parents with NWEA data, percentiles, student attendance, on/off track data and strategies that can be used to support student growth at home.
>
> We send weekly attendance reports via email to keep parents informed about grade level attendance and the importance of scholars being in school everyday. Additionally, we have a monthly protocol that takes a deep dive into student attendance and identifies students with on-going attendance concerns resulting in adminstrative student/parent conferences that have yielded increased attendance outcomes for 98% of the students identified.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				

Our reading data revealed that our 1st-20th percentile and 41st - 60th percentile students were not getting targeted instruction based on NWEA data. Small group professional development has been provided school-wide and individually to support teachers with data driven student engagement. Our goal reflects at least a 10% growth in the 2016-2017 school year and another 6% 2017-2018 school year due to teachers engaging in more targeted individualized instruction.

| | 97.00 | 64.00 | 74.00 | 80.00 |

National School Growth Percentile - Math

Our reading data revealed that our 1st-20th percentile and 41st - 60th percentile students were not getting targeted instruction based on NWEA data. Small group professional development has been provided school-wide and individually to support teachers with data driven student engagement. Our goal reflects at least a 5% growth in the 2016-2017 school year and another 5% 2017-2018 school year due to teachers engaging in more targeted individualized instruction.s.

| | 73.00 | 53.00 | 62.00 | 67.00 |

% of Students Meeting/Exceeding National Ave Growth Norms

| N/A | 65.90 | (Blank) | 0.00 | 0.00 |

African-American Growth Percentile - Reading

Having approximately a 36% drop in reading led our administrative team to look at the teacher endorsements and capacity for each content area. A collaborative decision was made to departmentalize classes in 2nd-8th grade so that our teachers could concentrate on building their capacity teaching 2 major subject areas opposed to teaching all 4 content areas. Teachers would be responsible for reading/social studies or math/science. Having rearranged teachers according to dominant content strands, we should see at least a 10% growth for the 2016-2017 school year and an additional 10% growth the 2017-2018 school year providing that teachers take advantage of PD and other opportunities to hone their craft around for teaching powerful core instruction and differentiated instruction.

| | 98.00 | 62.00 | 72.00 | 82.00 |

Hispanic Growth Percentile - Reading

| N/A | (Blank) | (Blank) | 0.00 | 0.00 |

English Learner Growth Percentile - Reading

| N/A | (Blank) | (Blank) | 0.00 | 0.00 |

Diverse Learner Growth Percentile - Reading

Our diverse learning students were receiving most of their services in pull out minutes yet instruction was focused on grade level scope and sequence. Students received no targeted instruction based on the outcomes of their NWEA data. Additionally, teachers were shifted during the middle of the school year which resulted in instability of services. All teachers have engaged in small group professional development which has increased their ability to engage students in targeted small group instruction

| | 80.00 | 1.00 | 10.00 | 20.00 |

African-American Growth Percentile - Math

Having approximately a 21% drop in reading led our administrative team to look at the teacher endorsements and capacity for each content area. A collaborative decision was made to departmentalize classes in 2nd-8th grade so that our teachers could concentrate on building their capacity teaching 2 major subject areas opposed to teaching all 4 content areas. Teachers would be responsible for reading/social studies or math/science. Having rearranged teachers according to dominant content strands, we should see at least a 10% growth for the 2016-2017 school year and an additional 7% growth the 2017-2018 school year providing that teachers take advantage of PD and other opportunities to hone their craft around for teaching powerful core instruction and differentiated instruction.

| | 74.00 | 53.00 | 63.00 | 70.00 |

Hispanic Growth Percentile - Math

| N/A | (Blank) | (Blank) | 0.00 | 0.00 |

English Learner Growth Percentile - Math

| N/A | (Blank) | (Blank) | 0.00 | 0.00 |

Diverse Learner Growth Percentile - Math

Although our diverse learning students were receiving most of their services during pull out services instruction was focused on grade level scope and sequence versus NWEA data which impacted their growth. Students received no targeted instruction based on the outcomes of their NWEA data. Additionally, teachers were shifted during the middle of the school year which resulted in instability of services. All teachers have engaged in small group professional development which has increased their ability to engage students in targeted small group instruction.	66.00	12.00	30.00	50.00

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

Classroom teaching focused on implementation of the grade level scope and sequence, which has had an impact on students in the 41st- 80th percentiles. Core instruction was successful for students who started the school year on track as measured by NWEA data. Teachers have been trained on how to use the gradual release strategy in an effort to support effective instructional delivery. Due to better understanding of scope and sequence coupled with effective instructional delivery development we expect to see an increase of 8% in year one and 5% in year 2.	67.00	67.00	75.00	80.00

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

Classroom teaching focused on implementation of the grade level scope and sequence, which has had an impact on students in the 41st- 80th percentiles. Core instruction was successful for students who started the school year on track as measured by NWEA data. Teachers have been trained on how to use the gradual release strategy in an effort to support effective instructional delivery. Due to better understanding of scope and sequence coupled with effective instructional delivery development we expect to see an increase of 10% in year one and 10% in year 2.	31.00	37.00	47.00	57.00

National School Attainment Percentile - Reading (Grade 2)

The departmentalizing of 2nd grade has allowed our teacher to focus on one major content area and really provide students with the individual attention they need to grow academically. The teacher is fluent in the use of Balanced Literacy and uses the curriculum to individualize student need, which is evident by their MOY growth on Dibels assessment. The teachers data driven practices has supported student growth and we expect to see a 1% growth in year 1 and sustainment of that growth in year 2.	43.00	89.00	90.00	90.00

National School Attainment Percentile - Math (Grade 2)

The departmentalizing of 2nd grade has allowed our teacher to focus on one major content area and really provide students with the individual attention they need to grow academically. The math teacher has had professional development on how to effectively implement core instruction and lesson plan development. We expect to see 2% growth in year 1 and 3% in year 2. fluent in the use of Balanced Literacy and uses the curriculum to individualize student need, which is evident by their MOY growth on Dibels assessment. The teachers data driven practices has supported student growth and we expect to see a 1% growth in year 1 and sustainment of that growth in year 2.	18.00	65.00	67.00	70.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

Per dashboard our average attendance has an upward trend of approximately 1 percentage point from 2014-2015 to the 2015-2016. In previous years there was no committee to specifically target the schools attendance and students with chronic tardies. As a result, the Assistant Principal facilitated a committee of teachers and staff to pinpoint students and devise a plan to increase the school attendance. Our attendance is expected to show an upward rate for the 2015-2016 school year with dashboard showing us currently at 96.23% in week 33 of the school year.	95.90	96.30	96.40	96.50

My Voice, My School 5 Essentials Survey

ORGANIZED	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

| 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Provide teachers with professional development on effective implementation of instructional delivery utilizing the gradual release of responsibility model for whole group and small group instruction. A protocol will be utilized bi-weekly for the purpose of providing feedback and next steps for teacher development.	Increased teacher capacity for delivering Common Core Instruction and teachers modeling best practices	80% of teachers delivering explicit instruction which will lead to 70% of our students at attainment and 80% or more hitting growth targets

Tags:
Instructional practices, Academic gain, Data tracking, Professional developoment

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide professional development on the gradual release model	Administration Teachers	Sep 1, 2016 to Sep 5, 2016	Professional development is planned	Completed

Professional development, Academic expectations

Action step	Responsible	Timeframe	Evidence for status	Status
Develop a schedule that allows teachers to observe and provide feedback to one another for safe practice on implementation of the gradual release model	Administration	Sep 5, 2016 to Sep 30, 2016	Collection of data	Completed

Gradebook, Evaluation

Action step	Responsible	Timeframe	Evidence for status	Status
Administration will create school-wide protocol to monitor progress of gradual release model during whole group and small group instruction	Administration	Sep 30, 2016 to Sep 30, 2016	Protocol	Completed

Best practice, Scope and sequence, Protocols, Daily objectives

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will be selected to model gradual release during teacher team meetings	Teacher	Oct 3, 2016 to Nov 30, 2016	Agendas	Completed

ILT, Feedback

Action step	Responsible	Timeframe	Evidence for status	Status
Follow-up professional development will be provided to select teachers based on feedback from protocols	Teachers/ Administration	Nov 1, 2016 to Dec 1, 2016	Grade Level Meeting Agendas	Not started

Feedback, Grade level meetings

Findings from protocol will be shared by member of ILT once a month during teacher team meetings to develop a transparent practice and engage staff in monthly global view of our progress towards 80% of our staff implementing gradual release model.	Instructional Leadership Team	Nov 1, 2016 to May 31, 2017	Protocol	On-Track

ILT, Gradual release of responsibility

Middle of the year and End of Year Feedback session will be provide duirng afterschool PD to all staff on our progress on implementation of the gradual release model	Administration	Dec 1, 2016 to May 31, 2017	Power point presentation	Completed

Quaterly review, Professional learning cycles

Strategy 2

If we do...	...then we see...	...which leads to...
Provide teachers with professional development on the process of analyzing student work with the use of the depth of knowledge rubric across content areas and have a bi-weekly protocol during team meetings that require teachers to bring samples of student work analyzed for the purpose of task modifications, peer feedback, review and next steps for instruction.	Increased teacher capacity with creating and/or selecting authentic rigorous task *that are common core aligned and *grade appropriate *demonstrate high expectations for learning *support and scaffolding *challenges student thinking.	90% of our teachers engaging students in more rigorous instruction that leads to 80% of our students at/above benchmark during MOY and EOY NWEA data.

Tags:
Diverse Learners, Rigorous tasks, Academic rigor

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide introductory professional development for the purpose of training teachers on the depth of knowledge rubric and understanding the criteria for rigorous learning task.	Administration and ISL	Aug 29, 2016 to Aug 31, 2016	Professional development is planned	Completed

Professional development

Provide follow-up professional development in September with partner schools(Hoyne and Avalon Park) for grade level collaboration to allow teachers an opportunity to deepen their understanding of DOK rubric with peers from other schools and to clear up misconceptions prior to teachers application of learning,	Lead teachers and administration	Sep 26, 2016 to Sep 30, 2016	Professional development is planned	Postponed

Professional development

Collaborate with partnering schools to develop a school-wide protocol that teachers use bi-weekly for the implementation of the DOK rubric and allows for on-going monitoring and feedback.	Administration from partnering schools	Jul 11, 2016 to Jul 15, 2016	A developed protocol	Completed

Accountability, Best practice, Protocols

Engage teachers in bi-weekly DOK protocol during team meetings to ensure implementation, progress monitor and provide systems of support to individual teachers as needed.	Administration	Oct 3, 2016 to Jun 2, 2017	Planning in progress	On-Track

Progress moniorting, Planning

Teachers will select a task used with their students to bring to team meetings to get peer evaluation feedback and provide opportunities to individualize teacher development	Teachers	Oct 2, 2016 to Oct 14, 2016	*(Blank)*	On-Track

Academic rigor

Meet with Instructional Leadership team to discuss school wide implementation and to create a system for evaluating & monitoring powerful practice.	ILT Team & Administration	Oct 10, 2016 to Oct 21, 2016	*(Blank)*	On-Track

Accountability, Monitor

During Instructional Leadership Team meetings will include an evaluation of the practice and discussion on next steps for individual and/or school wide supports	ILT Team	Nov 7, 2016 to Dec 9, 2016	*(Blank)*	On-Track

Pd planning, Instructional leadership team, Individual

Strategy 3

If we do...	...then we see...	...which leads to...
Provide opportunities to engage staff in professional book and article studies that shares best practices for building teacher trust utilizing a research based Diversity Training model and engage staff in monthly conversations and or activities that build team collaboration	Staff engaging in professional conversations and increased collaborations that * improves conversations between colleuges that are professional in content and sensitive to the difference of opinions * Increases teacher led collaborative planning that happens in addition to administrative planning sessions by 10%. * Improves the trust for teacher-to-teacher observations for authentic feedback for improvement.	Well organized in the area of climate and culture as identified by the Five Essential Survey and Improved peer relations in the workplace.

Tags:
Climate and Culture, Peer observation, Relational trust, Teacher planning

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Establish a Climate Culture Team that creates opportunities for staff to engage in quarterly team building activities and conversations that improve cooperative engagement in the workplace.	Assistant Principal	Aug 29, 2016 to Sep 9, 2016	Feedback from staff, Observations from Committee members, Increased attendance for staff activities	On-Track

Climate and Culture, Teacher-teacher trust & support

Train staff on diversity sensitivity that * provides a universal term for diversity sensitivity and how it should be utilized in the workplace. *increases sensitivity to others differences while having professional conversations and maintaining a professional environment in the workplace.	Administration, teachers and ESP and staff.	Aug 29, 2016 to Sep 2, 2016	Monthly agendas from meetings, Observations of conversations during professional development and grade level meetings	Cancelled

Culturally relevant programming, Cultural awareness, Collaborative planning, Teacher to teacher trust

Distribute a BOY survey to analyze the state of the school prior to the activities of the culture and climate team and other strategies in place for the year.	Culture and Climate team, ILT Members, Administration	Aug 29, 2016 to Jun 23, 2017	Completed surveys, feedback from teachers, recommendations by the culture and climate team.	Behind

Culturally relevant programming, Anaylze data, Cultural leaderhsp

Facilitate monthly staff discussions around articles and professional book studies that discuss trust and builds their rapport with strategies for creating more cohesion in the workplace.	Culture and climate team, ILT members, Teachers	Sep 6, 2016 to Jun 23, 2017	Evaluation Feedback from staff, Recommendations from teachers and committee members	Behind
Host quarterly team building and or social events for teacher and staff to build camaraderie amongst staff	Climate Committee. grade level bands	Sep 6, 2016 to Jun 23, 2017	Increased attendance at events, Evaluations from attendees and organizers, feedback from Climate Committee	Behind

Culturally relevant programming, Anaylze data, Cultural leaderhsp

Create a secret pal system with monthly activities for teachers and staff to complete to build more positive relationships with teachers and staff.	Teachers, Administration, Esp, Lunch staff,	Sep 6, 2016 to Jun 23, 2017	Climate Committee, Assistant Principal	On-Track

Conduct a MOY survey that analyzes in impact of the culture and climate team and create next steps to complete the end of the school year.	climate committee, Administration	Jan 2, 2017 to Apr 21, 2017	Completed Surveys, Recommendations from Committee	Not started
Finalize the impact of the school year with a EOY survey to determine the direction of the culture and climate team for the next school year 2017.	Climate committee	May 1, 2017 to Jun 2, 2017	Completed Surveys, Recommendations from Committee	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
Provide Professional Development to staff on how to use of the MTSS protocol for the purpose of creating a systematic approach that departments use during grade level meetings to engage in focused conversation around student outcomes vs student expectations and develop action plan to improve outcomes. The MTSS protocol will not only used during ILT meetings, but also at monthly teacher team and targeted towards students who are off-track due to attendance and/or academic performance	a system in place for monitoring the progress of students identified as tier 2 and opportunities to adjust and individualize instruction for the purpose of reducing the number of students identified for tier 3.	A decrease in the number of students being identified as tier 3 resulting in an increase in the number of students meeting individual growth targets as measured by SQRP.

Tags:
MTSS, Multiple measures for screening, diagnosing, and progress monitoring

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide professional developments to staff on MTSS protocol that engages staff in understanding how to effectively use the MTSS protocol to improve student outcomes	ISL and Administration and Case Manager	Aug 30, 2016 to Sep 2, 2016	Opening Agenda	Completed

MTSS, Pd, Protocols

Use teacher leaders to guide the MTSS protocol during grade level meetings to allow teachers an opportunity to have safe practice	Teachers,Case Manager and Administration	Oct 3, 2016 to Oct 28, 2016	Completed MTSS protocol implementation	Cancelled

MTSS, Teacher Teams/Collaboration

Have follow-up meeting with each grade level to discuss progress of action steps and montior if students are on track to meeting expected outcome set during safe practice session	ILT Team	Nov 7, 2016 to Nov 18, 2016	MTSS protocol implementation	On-Track

MTSS, Teacher Teams/Collaboration, ILT, Data

Administration will attend monthly teacher team meeting while teachers engage in the MTSS protocol for the purpose of providing feedback and support	Administration, Teacher	Nov 21, 2016 to Dec 2, 2016	*(Blank)*	Cancelled

Feedback, Administration

Provide follow-up PD for teams that lack progress with the implementation of the MTSS protocol	Lead Teacher	Dec 5, 2016 to Dec 14, 2016	*(Blank)*	Cancelled

MTSS, Teacher implementation

ILT team will analyze data monthly provided during MTSS teacher team meetings to discuss the impact on student achievement	ILT Team	Dec 5, 2016 to Dec 16, 2016	*(Blank)*	On-Track

ILT, Student achievement

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Provide professional development on the gradual release model Tags: Instructional practices, Academic gain, Data tracking, Professional developoment, Professional development, Academic expectations	Administration Teachers	Sep 1, 2016	Sep 5, 2016	Completed
✚ Develop a schedule that allows teachers to observe and provide feedback to one another for safe practice on implementation of the gradual release model Tags: Instructional practices, Academic gain, Data tracking, Professional developoment, Gradebook, Evaluation	Administration	Sep 5, 2016	Sep 30, 2016	Completed
✚ Administration will create school-wide protocol to monitor progress of gradual release model during whole group and small group instruction Tags: Instructional practices, Academic gain, Data tracking, Professional developoment, Best practice, Scope and sequence, Protocols, Daily objectives	Administration	Sep 30, 2016	Sep 30, 2016	Completed
✚ Teachers will be selected to model gradual release during teacher team meetings Tags: Instructional practices, Academic gain, Data tracking, Professional developoment, ILT, Feedback	Teacher	Oct 3, 2016	Nov 30, 2016	Completed
✚ Follow-up professional development will be provided to select teachers based on feedback from protocols Tags: Instructional practices, Academic gain, Data tracking, Professional developoment, Feedback, Grade level meetings	Teachers/ Administration	Nov 1, 2016	Dec 1, 2016	Not started
✚ Findings from protocol will be shared by member of ILT once a month during teacher team meetings to develop a transparent practice and engage staff in monthly global view of our progress towards 80% of our staff implementing gradual release model. Tags: Instructional practices, Academic gain, Data tracking, Professional developoment, ILT, Gradual release of responsibility	Instructional Leadership Team	Nov 1, 2016	May 31, 2017	On-Track
✚ Middle of the year and End of Year Feedback session will be provide duirng afterschool PD to all staff on our progress on implementation of the gradual release model Tags: Instructional practices, Academic gain, Data tracking, Professional developoment, Quaterly review, Professional learning cycles	Administration	Dec 1, 2016	May 31, 2017	Completed

District priority and action step	Responsible	Start	End	Status
✚ Provide introductory professional development for the purpose of training teachers on the depth of knowledge rubric and understanding the criteria for rigorous learning task. Tags: Diverse Learners, Rigorous tasks, Academic rigor, Professional development	Administration and ISL	Aug 29, 2016	Aug 31, 2016	Completed
✚ Provide follow-up professional development in September with partner schools(Hoyne and Avalon Park) for grade level collaboration to allow teachers an opportunity to deepen their understanding of DOK rubric with peers from other schools and to clear up misconceptions prior to teachers application of learning, Tags: Diverse Learners, Rigorous tasks, Academic rigor, Professional development	Lead teachers and administration	Sep 26, 2016	Sep 30, 2016	Postponed
✚ Collaborate with partnering schools to develop a school-wide protocol that teachers use bi-weekly for the implementation of the DOK rubric and allows for on-going monitoring and feedback. Tags: Diverse Learners, Rigorous tasks, Academic rigor, Accountability, Best practice, Protocols	Administration from partnering schools	Jul 11, 2016	Jul 15, 2016	Completed
✚ Engage teachers in bi-weekly DOK protocol during team meetings to ensure implementation, progress monitor and provide systems of support to individual teachers as needed. Tags: Diverse Learners, Rigorous tasks, Academic rigor, Progress moniorting, Planning	Administration	Oct 3, 2016	Jun 2, 2017	On-Track
✚ Teachers will select a task used with their students to bring to team meetings to get peer evaluation feedback and provide opportunities to individualize teacher development Tags: Diverse Learners, Rigorous tasks, Academic rigor, Academic rigor	Teachers	Oct 2, 2016	Oct 14, 2016	On-Track
✚ Meet with Instructional Leadership team to discuss school wide implementation and to create a system for evaluating & monitoring powerful practice. Tags: Diverse Learners, Rigorous tasks, Academic rigor, Accountability, Monitor	ILT Team & Administration	Oct 10, 2016	Oct 21, 2016	On-Track
✚ During Instructional Leadership Team meetings will include an evaluation of the practice and discussion on next steps for individual and/or school wide supports Tags: Diverse Learners, Rigorous tasks, Academic rigor, Pd planning, Instructional leadership team, Individual	ILT Team	Nov 7, 2016	Dec 9, 2016	On-Track
✚ Establish a Climate Culture Team that creates opportunities for staff to engage in quarterly team building activities and conversations that improve cooperative engagement in the workplace. Tags: Climate and Culture, Peer observation, Relational trust, Teacher planning, Climate and Culture, Teacher-teacher trust & support	Assistant Principal	Aug 29, 2016	Sep 9, 2016	On-Track
✚ Train staff on diversity sensitivity that * provides a universal term for diversity sensitivity and how it should be utilized in the workplace. *increases sensitivity to others differences while having professional conversations and maintaining a professional environment in the workplace. Tags: Climate and Culture, Peer observation, Relational trust, Teacher planning, Culturally relevant programming, Cultural awareness, Collaborative planning, Teacher to teacher trust	Administration, teachers and ESP and staff.	Aug 29, 2016	Sep 2, 2016	Cancelled
✚ Distribute a BOY survey to analyze the state of the school prior to the activities of the culture and climate team and other strategies in place for the year. Tags: Climate and Culture, Peer observation, Relational trust, Teacher planning, Culturally relevant programming, Anaylze data, Cultural leaderhsp	Culture and Climate team, ILT Members, Administration	Aug 29, 2016	Jun 23, 2017	Behind
✚ Facilitate monthly staff discussions around articles and professional book studies that discuss trust and builds their rapport with strategies for creating more cohesion in the workplace. Tags: Climate and Culture, Peer observation, Relational trust, Teacher planning	Culture and climate team, ILT members, Teachers	Sep 6, 2016	Jun 23, 2017	Behind
✚ Host quarterly team building and or social events for teacher and staff to build camaraderie amongst staff Tags: Climate and Culture, Peer observation, Relational trust, Teacher planning, Culturally relevant programming, Anaylze data, Cultural leaderhsp	Climate Committee. grade level bands	Sep 6, 2016	Jun 23, 2017	Behind
✚ Create a secret pal system with monthly activities for teachers and staff to complete to build more positive relationships with teachers and staff. Tags: Climate and Culture, Peer observation, Relational trust, Teacher planning	Teachers, Administration, Esp, Lunch staff,	Sep 6, 2016	Jun 23, 2017	On-Track
✚ Conduct a MOY survey that analyzes in impact of the culture and climate team and create next steps to complete the end of the school year. Tags: Climate and Culture, Peer observation, Relational trust, Teacher planning	climate committee, Administration	Jan 2, 2017	Apr 21, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Finalize the impact of the school year with a EOY survey to determine the direction of the culture and climate team for the next school year 2017. Tags: Climate and Culture, Peer observation, Relational trust, Teacher planning	Climate committee	May 1, 2017	Jun 2, 2017	Not started
✚ Provide professional developments to staff on MTSS protocol that engages staff in understanding how to effectively use the MTSS protocol to improve student outcomes Tags: MTSS, Multiple measures for screening, diagnosing, and progress monitoring, MTSS, Pd, Protocols	ISL and Administration and Case Manager	Aug 30, 2016	Sep 2, 2016	Completed
✚ Use teacher leaders to guide the MTSS protocol during grade level meetings to allow teachers an opportunity to have safe practice Tags: MTSS, Multiple measures for screening, diagnosing, and progress monitoring, MTSS, Teacher Teams/Collaboration	Teachers,Case Manager and Administration	Oct 3, 2016	Oct 28, 2016	Cancelled
✚ Have follow-up meeting with each grade level to discuss progress of action steps and montior if students are on track to meeting expected outcome set during safe practice session Tags: MTSS, Multiple measures for screening, diagnosing, and progress monitoring, MTSS, Teacher Teams/Collaboration, ILT, Data	ILT Team	Nov 7, 2016	Nov 18, 2016	On-Track
✚ Administration will attend monthly teacher team meeting while teachers engage in the MTSS protocol for the purpose of providing feedback and support Tags: MTSS, Multiple measures for screening, diagnosing, and progress monitoring, Feedback, Administration	Administration, Teacher	Nov 21, 2016	Dec 2, 2016	Cancelled
✚ Provide follow-up PD for teams that lack progress with the implementation of the MTSS protocol Tags: MTSS, Multiple measures for screening, diagnosing, and progress monitoring, MTSS, Teacher implementation	Lead Teacher	Dec 5, 2016	Dec 14, 2016	Cancelled
✚ ILT team will analyze data monthly provided during MTSS teacher team meetings to discuss the impact on student achievement Tags: MTSS, Multiple measures for screening, diagnosing, and progress monitoring, ILT, Student achievement	ILT Team	Dec 5, 2016	Dec 16, 2016	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy   Complete

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

> Parents will be surveyed during the year asking for their input on all aspects of the school. In addition, the information from the My Voice, My School surveys are used to gauge what the parents think works well and what needs improvement. Parents are invited to monthly LSC meetings where school reveiw and improvements is a regular feature.

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

> PAC monthly meetings will be held the third Wednesday of each month at 8 a.m. Notices and calendars are sent home to inform parents of the meetings. The Annual NCLB, Title 1 meeting will be October 19, 2016 @ 8:00am, and the rights and requirements of the program will be shared. The Organizational Meeting will also take place October 19, 2016 @ 9:00am,

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

> A bi-annual parent meeting will be held discussing academic expectations, curriculum, assessment tools and student assessment data (BOY during Open House & MOY). The State of the School Address will be held once at the beginning of the school year once all data measures and school ratings are released. This information will also be published on the school website and in the school newsletter. AVERAGE

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

> Parent suggestions are always welcome at PAC meetings, LSC meetings, and at any other time before, during and after school. Parents regularly visit teachers and administration voicing their concerns about the education of their children, their achievements and any other concers. Parents are encouraged to communicate often, and school personnel addresses these concerns as soon as they are made known. All parents have opportunities to contribute to the progress of the school through meetings, discussions, quarterly surveys, and any other means needed.

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.

> After (BOY) beginning of the year assessments, parent reports will be generated and sent home for parent's review, parent-teacher meetingAs will be held upon parent's request. During our 1st, 2nd and 3rd quarter report card pick-up teachers will share assessment data as well a next step for academic progress, in conjunction with progress reports in between each report card period. In addition to assessment data grades 2 through 8 will receive on/off track data reports, throughout the school year. Parents also receive an (EOY) end of the year data assessment report.

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.

> Although all the teachers in the school are highly qualified for the subject/grade they currently teach, the school will provide notices to parents in the event that any new teacher fails to comply with this regulation. NCLB letters are sent home immediately to parents of students who are taught by teachers considered "Not Highly Qualified".

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parent meeting are held monthly to discuss curriculum standards, state, and local assessments (State of the School Address). In addition, parent workshops will be held twice a year, beginning of the year (BOY) and middle of the year (MOY). During workshops parents will gain knowledge on common core state standards, understanding assessment data and provide resources for at home support.

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

Parent meetings, handouts (parent's corner in the school newsletter), workshops are hdl to help parents assist and work with their children. Workshops will be conducted regarding common core state standards, best practices around literacy and math strategies.

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

During professional development and/or grade level meetings some sessions will include parent involvement and communication. Training will be provided to teachers on how to effectively communicate with parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

PAC and LSC, as well as any activity related to parent involvement, will include all the parents and members of the community regardless of the grade level, program, or funding source. The school administration ensures through monitoring that all programs are cohesive and work to stimulate student achievement and improvement.

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

All notices, rebo messages and correspondence has the school identifying information of address and phone number; therefore, parents know the notice comes from the school. Notices for teacher to send home are hand delivered to teachers to distribute so that the information is sent in a timely manner.

Policy Implementation Activities

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

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

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

We will provide opportunities for the continual development as a data and research driven learning environment through the implementation of effective instructional strategies in all dsiciplines, among all grade levels and in response to all student ability groups. As educators we lay the foundation for college and career readiness. We strongly believe that all students will learn through rigorous and differentiated classroom instruction. Every child will have an equal opportunity to be educated in a safe and positive environment.

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.

Fomal parent-teacher conferences are held the Wednesday after the 1st, 2nd (not required by CPS school choice) and 3rd quarter ends. There are also parent-teacher conferences held at anytime at the request of the teacher or the parent.

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

Progress reports are sent home during the 5th week of each quarter. In addition, teachers call and write parents when there are concerns or questions about student progress.

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

> Staff are accessible to parents everyday during their preparation periods, after school or by appointment.

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

> Any parent can volunteer in a classroom or the school. Parents wishing to volunteer must fill out the Chciago Public Schools volunteer packets, submit the packet to the school, and wait for security clearance from CPS.

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

> Parents are expected to assist their children with homework, ensure their children are ready and prepared for school, and monitor academic and social progress of their child. Parents can sign up for parent portal and set up triggers or alerts to grade & attendance notification.

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 are able to participate in decision making through several intentional outlets ... being on the LSC, PAC, and through discussions during the parent meetings, as well as the quarterly parent survey. In regards to decisions about individual students, parents work with the school administration and parents to make decisions that best serve the child.

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).

> In the beginning of the school year, teachers will review school year expectations and send home with students the homework, attendance, and student conduct policy. Teachers will conduct data meetings with students to ensure understanding of academic achievement and next steps. Teachers and administrators will frequently discuss with students the importance of student responsibility with regards to improving academic ahievment and will receive on/off track data for review. Students will be provided with daily, weekly, quarterly and yearly incentives for perfect/good attendance (movie nights, awards, bike raffles, field trips, trinkets, etc.).

Parent Budget   Complete

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

> Our goal is to increase parent involvement by providing our parents with training on the following topics which are aligned with school goals.
> PARCC and how to understand the data and assist student at home with PARCC readiness
> Quick Win strategies that can be used daily to assist students in literacy and math
> Literacy Night activities that engage students and parents
> Math and Science Night that engages parents with hands on activities they can recreate at home

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1980	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 710	.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)	$ 0	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 0	.00

54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	0	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	150	.00
53510	**Postage** Must be used for parent involvement programs only.	$	0	.00
53306	**Software** Must be educational and for parent use only.	$	0	.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.	$	0	.00