Luther Burbank Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/02/2018	CIWP Team - All team members	Informational Meeting; Implement action plan to gather evidence for SEF
03/09/2018	CIWP Focus Group - Principal, AP's, ELPT, Literacy Coach, Teachers	Collaboration & input for SEF evidence
03/16/2018	CIWP Focus Group - Principal, AP's, ELPT, LSC, BAC, PAC	Collaboration & input for SEF evidence
03/23/2018	CIWP Focus Group - Principal, AP's, Literacy Coach, ELPT, Teachers	Collaboration & input for SEF evidence
04/03/2018	CIWP Team - All members	Determine SEF Ratings
04/10/2018	CIWP Focus Group - Principal, AP's, Literacy Coach, ELPT, Teachers	Collaboration on Goal Setting
04/12/2018	CIWP Focus Group - Principal, AP's, Literacy Coach, ELPT, Teachers	Setting Goals & Collaboration on Strategies
04/17/2018	CIWP Team - Principal, AP's, Literacy Coach, ELPT, Teachers	DeterminingStrategies
04/20/2018	CIWP Focus Group - Principal, AP's, Literacy Coach, ELPT, Teachers	Collaboration - Action Plans
04/24/2018	CIWP Team - All team members	Feeback/Determining Action Plans
04/30/2018	CIWP Team - All team members	Collaboration - Fund Compliance and Parent Plan
05/09/2018	Principal, AP's, Literacy Coach, Teachers	CIWP Review

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

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

Score

1   2   3   **4**

At Burbank School Effective Leaders is Strong. The 2017 5Essentials Report indicates that 98% of the staff responded that the principal at Burbank School is an effective manager who makes the school run smoothly.

The principal shares the responsibility of implementing the vision and mission with all stakeholders. The school's vision is to inspire all students to reach their highest potential. Based on our mission and vision, the principal then designates committees, assigns responsibilities and develops a budget in order to facilitate implementation.

The principal values the leadership role that the LSC has in the decision-making process. The school's LSC meets regularly and has and active committee structure. The meetings are publicized and open to the parents, staff and community. Input is welcomed and addressed immediately. The parents are active participants in the development and approval of the school improvement plan and the budget.
LSC meetings are conducted in English and Spanish; and all correspondence is sent home in both languages.

The principal uses active listening skills, and invites feedback. The principal focuses on building the capacity of all groups to become more involved and productive by offering training.

The Multi Tiered System of Support Framework is the standard to provide high quality evidence based instruction, intervention and assessment practices to ensure that every student receives the appropriate levels of support to be successful. It is the guideline that is used to help the principal organize the school's resources through alignment of academic standards and behavioral expectations to ensure successful implementation. Effective implementation requires a systemic approach and school wide commitment. Therefore, the principal mobilizes teams of people and distributes leadership to execute the components or categories of work, variety of stages, order of activities and timelines for implementation of the Framework.

Burbank School received an aggregate performance score of 72 on the 2017 5Essentials Report for Collective Responsibility, meaning that teachers share a strong sense of responsibility for student development, school improvement and professional growth. Teachers have opportunities. as a group and/or individually to articulate their views. They do feel safe to communicate freely without fear of retaliation. There are structures in place to promote teachers' collective activity. The school has an active PPLC, which has input on the school's curriculum and resources. Teachers have input in hiring new staff, and in selecting, and in some cases, providing staff development. Committees are formed in order to have input on school-wide issues such as improving student attendance and increasing student enrollment. Results of their meetings are shared with all stakeholders.

The principal empowers others and builds leadership by sharing power over key responsibilities and decisions. Over 75% of the staff members are in key leadership positions. These include, but are not limited to the Literacy Coach, Technology Coordinator, the ELPT, grade level lead teachers, the after school program coordinator, science lead teacher and Athletic Director. Teachers that do not serve in key leadership positions serve as sponsors for student clubs, programs and planning committees. Committees plan teacher and student activities and events, celebrations, student participation in the Special Olympics, graduations and school-wide assemblies. Staff members have input in determining budgetary needs and assigning students to new classrooms for the new school year. Survey results on the 2017 5Essentials Report indicate that 98% of the teachers agree and strongly agree that the principal has confidence in the expertise of his teachers.

The principal is committed to attending his own professional development and training. The principal attends meetings that the District provides. Through experience and training, the principal has learned how to master the skills associated with strategic planning.

The principal creates and sustains a coherent program through strategic planning, use of resources and evaluation of staff. Funds are allocated for existing, new and supplemental resources and staff to provide an academically enriching learning environment that promotes engagement, rigor and achievement for all learners. New plans are developed, however, they are included in the priorities that the school has. The school evaluates its priority areas. strengths, concerns, and trends to assess whether the funding of resources and staff are effective. The principal updates the plans based on the evaluation of the data. The principal either readdresses the weaknesses or builds on its strengths. The school received an aggregate score of 74 for Program Coherence on the 2017 5Essentials Report, indicating that the school's programs are coordinated and consistent. On the 2017 5Essentials Report, 98% of the teachers agree and strongly agree that once we start a new program in this school, we follow up to make sure that it is working.

The principal uses that CPS Framework for Teaching to engage teachers in collegial conversations about their practices, as it promotes a common definition of effective teaching. The Framework provides clarity for the principal and the teacher. The teacher can reflect on his/her teaching practices and the principal can help the teacher identify the next steps for improvement. As indicated in the 2017 5Essentials Report, 98% of the teachers agree and strongly agree that the principal provides them with useful feedback to improve their teaching.

In order for the staff to remain focused on priorities, the principal implements school initiatives that simultaneously address multiple concerns, such as the Quarterly Shooting Stars Motivational Program, in which students are recognized for improvement in academics and/or behavior. The implementation of the program has boosted students' academic achievement in reading and/or math, reinforced positive student behavior and increased parental involvement.

The school establishes a modest number of priorities in which to focus rather than too many priorities, in which effort is limited. The principal supports each priority with commitment, backing and follow-through.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**

- Consider the demographics of the school community in developing a shared vision.
- Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
- Consistently use informal and formal opportunities to champion and articulate the vision.
- Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
- Ensure the school's identity, vision, and mission drive school decisions.
- Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.

○ **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
○ **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
○ **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
○ **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
○ **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
○ **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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

The Instructional Leadership Team rated itself as Effective on the Effectiveness Rubric. Most indicators are evident most of the time.

The ILT engages in on-going inquiry as a basis for improvement. The ILT examines school-wide, grade-level and classroom data to identify areas of improvement.

2017 5Essentials data indicates that 98% of the teachers report that a member of the school leadership team, knows what's going on in their classrooms, provides them with useful feedback to improve their teaching, and has provided them with the support that they need to improve their teaching.

The ILT includes teachers representing each grade band and program - General Education, Bilingual and Special Education. All team members have roles.

The meetings are structured and there is an established meeting schedule. The ILT meets twice a month, and the agenda has a clear focus. The team has agreed upon norms.

The team uses the CPS Assessment Calendar to guide their analysis of school-wide data. The ILT analyzes timely and relevant data sources from CIM, Dashboard, NWEA, ACCESS, Gradebook, mCLASS/ DIBELS and other District Reports. The team also analyzes formative data from online programs, such as IXL and Reading A-Z.

Topics and action items are reflected on the ILT's agenda are also reflected on the teacher team agendas. The examination of student data is a topic that is reflected on both agendas. The team ensures that grade level teams explore data to set classroom goals and help students set individual goals for learning.

Agenda items include, but are not limited to Attendance Rates by Classrooms, NWEA Midyear Goal Setting, and Primary TRC Growth.

The team does consider root causes and implements action plans to address issues.The ILT does follow through on action items.

The ILT used the MTSS Problem-solving Team Protocol when analyzing 2017-2018 On-Track Data and Off-Track Data. For Weeks 5, 10, 15 and 20, there were more English Learners who were Off -Track than All Students who were Off-Track. The ILT conducted a thorough root cause analysis to identify the students, and their specific area of need in developing individualized plans which specified tiered supports, and who would be responsible for facilitating the support. Based on the students' NWEA MOY data, the action plan was put into place, in which the school would provide intensified support through individualized tutoring and increase the minutes in mathematics.

The ILT is productive. Meetings do result in insight, actions and strategy adjustments for ongoing issues. Student attendance is a baseline factor in determining student success. On-going analysis of Attendance Data, implementation of action plans and monitoring student attendance at ILT meetings has resulted in 2017-2018 (YTD) Overall Attendance Data at 96.5%, which is 2.4% higher than the District.

Another action item was to ensure that teach-backs and collaboration occurred at grade level meetings to implement strategies that were learned at the CPS Summit meetings. As a result, teachers are using the STACK Model in math. It is evidenced in REACH Teacher Evaluations, and has been observed in classroom visits. 100% of the teachers note that the School Leadership Team presses them to implement what they have learned in professional development.

The team monitors action items; and the team agrees to a timeline for completion of the action items.The action items are assigned to staff who have the time, knowledge/expertise and resources to execute the actions.

All team members have equity of voice. The stakeholders are informed individually and/or at grade level meetings.

Not only do the team celebrate small wins and improvements, the teachers celebrate. Small wins and improvements have a positive affect on the school.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data

formatively to review and revise school and classroom practices as needed.
- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

Professional Learning:

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

Score

1   2   3   **4**

As noted on the 2017 5Essentials Full Report, quality professional development is very strong at Burbank School. It is rigorous and focused on student learning.

The school has a professional development plan that is aligned with the District's Professional Development Initiative, the school's priorities in the CIWP and growth goals on the SQRP. According to the 2017 5Essentials Survey, 96% of the teachers agree and strongly agree that the school's professional development plan is closely connected to the school's improvement plan.

Teachers are given a survey after each professional development session to gain feedback, allow them input and determine next steps. The school monitor's the effectiveness by observing new methodologies in classrooms during learning walks, analyzing student work in teacher team meetings, and by looking at student data. 87% of the teachers feel that have some and a great deal of influence determining the content of in-service programs.

95% of the staff agree and strongly agree that professional development has been sustained and coherently focused, rather than short-lived and unrelated, as reported on the 2017 5Essentials Survey Report.

The teachers' professional development is provided by the District, Network, Literacy Coach, ELPT, Counselor, Case Manager, consultants and some teachers to assist teachers in integrating research-based instructional methods into the classroom for high-quality instruction. Teacher teams who attend the CPS Summits share professional learning, such as inquiry-based learning, with the teachers at grade level meetings.

95% to 100% of all classroom teachers participate in professional development.

Professional development is presented school-wide and differentiated depending on the topic or appropriateness.

There is follow-up of professional development at grade level meetings to support teacher understanding of new ideas, discuss teaching strategies and to plan lessons. 89% of the respondents on the 2017 5Essentials Report agree and strongly agree that professional development includes time to think carefully about, try, and evaluate new ideas. 100% of the teachers agree and strongly agree that a member of the school leadership team presses teachers to implement what they have learned in professional development.

In 2017, the school provided professional development on Continuous Progress - Assessment Planning, Purpose and Design by an approved consultant in order for teachers to understand and learn the value of assessment, learn the principles for design of valid and reliable assessment and a process for the effective use of data from common formative assessments. 97% of the teachers attended. 94% of them agreed on the survey that their knowledge and skills were expanded due to the professional development. In addition, the school followed up by having 2 after school workshops to improve our school's assessment methods and build capacity to improve the teacher teams instructional programs through the use of common assessments.

Professional development that teachers attended based on the District Initiatives include Connecting the Learning Environment and School Climate Through SEL, MTSS: The Steps and Process, and Understanding and Using the ACCESS scores presented by the Office of Language and Culture. The Bilingual teachers also attended 3 Saturday with OLCE professional development sessions.

In September 2017, the Network ISL presented training to the staff on Math Pacing Guides to inform unit and lesson planning and assessment development. Teachers use the pacing guides to plan instruction in math.

In February 2018, data was used to plan professional development for Sustaining Improvement and Growth. There, teachers learned how to apply strategies to sustain academic improvements in literacy and math.

6 teachers engage in ongoing and collaborative professional development by attending CPS Summits. They learn content and grade specific strategies for improving instruction and increasing student agency and ownership. The teachers that attend the Summit meetings develop goals that support them in making shifts in school-wide practices to advance academic achievement. They share their learning with teachers in grade level meetings. A direct result of the CPS Math Summit is that teachers have been observed using the STACK Model in math classrooms.

School-wide professional development presented by consultants always include practices and strategies to improve the academic achievement of our English Learners and Diverse Learners

The focus of most of our professional development has been on instruction. The teachers have also engaged in some professional development relating to SEL, such as Circles as a Trauma Healing Process, which included the stages, format and concepts that other Restorative Justice Circles include.

The master schedule includes time for teacher teams to have weekly collaborative meetings. During teacher team meetings, teachers analyze data and student work, engage in professional reads and share and learn instructional strategies in order to develop a shared understanding of high-quality instruction, and sustain a cohesive instructional program in an ongoing basis.The master schedule does not include time for middle school teachers to have content area meetings on a regular basis, which are needed. Content area meetings are however, usually included on school improvement day agendas, in order to give those teachers time to plan lessons together. The 2017 5Essentials Full Report indicates that Collaborative Practices are Very Strong at Burbank School. 94% of the teachers have gone over student assessment data to make instructional decisions, 97% of the teachers have worked with other teachers to develop materials or activities for particular classes and, 94% of the teachers have worked on instructional strategies with other teachers.

Topics on teacher team agendas include Goal Setting for TRC, Examine N3 Scope and Sequence Math and Align to Taught and Tested Tool, Data Guiding Instruction from N3 Math, Teach Back from OLCE: Oral Language Development and Use of Technology, Review Protocol for Examining Data, NWEA - Analyzing MOY Data, SEL/MTSS, and Culture in the Classroom for High Achievement.

Teacher team meetings are led by the Literacy Coach and grade level lead teachers. Grade level lead teachers facilitate the meetings on a limited basis. Providing more opportunities for them to facilitate grade level meetings will increase capacity in the school.

Teachers initiate their own growth and advance their own learning. In 2017, 2 teachers received M. A.'s in Bilingual Education. 18 teachers received ACCESS certification. 7 teachers received ESL endorsements in 2016. The number of ESL endorsed teachers increased to 27 in 2017. One teacher received certification in a STEM Program from Michigan State University; 2 teachers attended professional development by the Museum of Science and Industry. The school librarian attended Chicago Public Library's Best of the Best to learn more about new titles to add to the school library, and she attended a creative reading/writing professional development with the theme "I Believe" which is connected to the Chicago Humanities Festival. 2017 School Progress Report data indicate that 6.3% are National Board Certified.

The school does not have a formal schedule for peer observation and coaching. They do occur, and are usually arranged through the Literacy Coach. The Literacy Coach has arranged for teachers to observe Socratic Seminars, and for teachers of diverse learners to observe teaching strategies in the General Education classroom.

The school does participate in Learning Walks and provide coaching and feedback. Teachers have been observed during Guided Reading lessons, Guided Math lessons and using the STACK protocol. Feedback is given. Teachers are coached by an administrator, math lead teacher and/or the Literacy Coach.

The Literacy Coach, ELPT, Case Manager and/or experienced, certified teachers mentor new teachers. They provide support and guidance to new teachers by coaching and mentoring them in the areas of effective classroom management, understanding CPS and school policies, using technology programs, and instruction. In addition, each new teacher is given the teacher handbook, which contains the school's policies and procedures.

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
MTSS Framework	Shared Leadership, Curriculum & Instruction
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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Teaching the Teachers
- ✓ Making Better Use of Research
- ✓ Upcoming Professional Learning Opportunities
- ✓ Framework for Teaching PD Modules

Aligned Resources:

Score

1   2   3   **4**

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.

Teachers complete time distributions at the beginning of each school year.

Teacher's schedules are based on the number of minutes per subject or course recommended by the district. Kdg. - 5th grade teachers have a 2-hour block for literacy instruction, a 90 minute block for math instruction, and a 1 hour block for science and social science instruction.
Grades 6, 7 and 8 are departmentalized. Two hours are allotted for literacy instruction and one hour is allotted for math. Science and social science are scheduled for one hour.

The school's educational priorities are evident in the school budget. While the school no longer has a business manager to provide consultative support services related to budget, internal accounts and procurement, the school does utilize the services of the School Support Center. The school utilizes the services of the vendors that are on the CPS Strategic Vendor List.

Supplemental funds are used to close priority group achievement gaps. The school purchases instructional materials and incentives for motivation and recognition. The school provides professional development in order to strengthen teachers' knowledge and skills; the school offers additional learning opportunities for students through extended day and summer school classes, and the school hires support staff for safety and security. 80% of the respondents on the 2017 MVMS survey indicate that they have influence on how discretionary school funds should be used.

15 teachers obtained grants to support the needs of the students. 2 teachers received grants from CFE, one for a field trip to Open Books in order for 8th grade students to learn about slam poetry, and the other teacher's grant was to take diverse learners to the Emerald Theater. 2 teachers received grants from the Museum for Science and Industry for science resources and free transportation for field trips, respectively. The Chicago School Libraries gave the librarian 35 novels to create a unit on poetry and social justice. The librarian also received 40 copies of the novel, A Long Way Down, free tickets to see the author, Jason

Reynolds, and $100.00 for transportation. 8 teachers received grants from DonorsChoose, either to implement units of instruction or for Chromebooks. One teacher received free entry to the Shedd Aquarium and transportation.
In school years 2016 -17 and 2017-18, grants were written to obtain after school funding. Burbank School was awarded Out-of-School Time (OST) funds by CPS to provide over 300 students with high-quality after school programming.

There is a purchasing policy in place. Instructional materials are ordered school-wide, by grade band or grade level. Purchases are prioritized. Instructional materials that are used for core instruction are ordered before supplemental materials. The school takes an inventory of its instructional materials, technology, furniture and equipment. Teachers are given a survey on instructional needs. Purchase orders are kept in a central location. Most materials are ordered during the summer or after the new fiscal year, in order to be prepared for the new school year.

The school has a hiring team that consists of the assistant principals, lead teachers, ancillary staff and a classroom teacher, The school hires staff after a vacancy is identified, or by assessment of student need.
The school uses a protocol for questioning during the interview process, and always calls to check the teacher's previous performance at
a CPS, parochial or private school. The team does require that a teacher candidate demonstrates a lesson before hiring the new staff.

The school hires highly qualified teachers and 100% of the teachers are highly qualified. Twelve teachers in the Bilingual program are licensed. 2017 School Progress Demographic data notes that 88.2% of our student population is Hispanic. 70% of the classroom teachers are ESL endorsed. 9 teachers have credentials to teach Special Education.

Grade and course teams are assembled to to include the needed combination of knowledge and expertise. All middle school teachers are endorsed in the subject areas in which they teach, and six out of nine of them are ESL endorsed.

The clinicians collaboratively plan with the classroom teachers to align practices and services to help provide students a nurturing and participatory learning environment. The speed therapists consult with teachers on order to tailor their curriculum's based on student needs, to develop goals and to provide strategies that the teachers can use. The social worker works with small groups of students, in order to reduce social emotional learning problems, thus enabling them to access the curriculum. The occupational therapist works directly with students in the classroom and gives the teacher strategies that can be used with the students.

75% of the teachers serve as leaders in the school. Other teachers serve on the PPAC, and/or committees to plan teacher/student events and activities such as graduations, selecting instructional materials and arranging for students to participate in the Special Olympics. Some teachers sponsor student clubs, such as the Color Guard and Poetry Club.

Trend data from 2017 Illinois School Report Card indicates that the school has a three year teacher retention rate of 93.2%. 2016 School Progress Report Data indicates that 92% of the teachers returned from 2015. 2017 data indicates that 89.4% teachers returned from 2016. Teachers leave Burbank School due to retirements career changes and budget cuts.

The school has a range of community and business partners who provide services to students and families to help carry out our educational program.
5 community agencies offer support to Burbank's families and students.
Northwest Housing Center (NWSHC) trains parents to work in the school. Garfield Park, Metropolitan Family Services and Oak Park Counseling Center offers counseling and support to students and their families. Galewood Church adopts families from the school and provides them with free Thanksgiving meals; and at Easter, invites them to participate in spring activities. St. Cyprians allows our families to access their food pantry when needed.

6 community/business partners support curriculum and instruction. The Museum of Science and Industry trains teachers and provides a science curriculum and resources for students in the after school science club. E_J Design teaches students how to handcraft jewelry. Junior Achievement volunteers teach Kdg. - 8th grade students about entrepreneurship, work readiness and financial literacy. Westcott School donates books for parents and students. Merit School of Music provides high quality music instruction. Robert Crown Center for Health Education provides interactive educational experiences for 5th and 6th grade students in science-based health programs.

Pizza Hut provides reading incentives for students in grades Kdg. - 6. 31 classrooms are enrolled in Pizza. Hut.

5 community partners support students' SEL needs. Three 6th grade classes participate in the Chicago Police Department G.R.E.A.T. program, which is is a gang deterrent program. Mrs. Illinois donates her time to speak to the students about bullying, Westcott School has a coat drive for our students. The students also receive vision and dental exams by Ageless EyeCare and The Heart That Smiles Dental Program provided by CPS.

Arranged by Network 3, Bernie's Book Bank distributed quality children's bags of books to over 600 Pre-K - 6th grade students to increase book ownership to our students.

In 2017, the Chicago White Sox and the Dodgers baseball teams donated boxes of baseball and Latino learning materials to the students to enhance the Latino Social Science units.

Burbank School is one of 16 enrollment sites that houses the Children and Families Benefits Unit (CFBU) by the CPS Office of Health and Wellness. The CFBU enrolls families in health insurance, SNAPS, Link Cards, Greater Chicago Food Depository and other support programs.

The school monitors the impact of community and business partner's activities by assessing their progress toward agreed upon outcomes.

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
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1 2 **3** 4

2017 5Essentials Survey data indicates that 90% of the teachers agree and strongly agree that Curriculum, Instruction and

Learning Materials are well-coordinated across the different grade levels at this school.

Teachers use exemplars from the CPS Content Frameworks, planning guides and curriculum maps to guide, pace and design instructional units and/or lessons in the core subjects. Teachers of students with significant disabilities use the Unique curriculum, which is common core-aligned.

Kdg. through 8th grade teachers aligned their literacy units of instruction using the backward design planning model template.

The teachers have not aligned the scope and sequence vertically/horizontally in literacy, which would help prevent gaps in learning for the students.

Students in the GenEd, Bilingual and SPED inclusion classrooms engage in the Go Math! curriculum. The teachers utilize the Pacing Guides provided by N3 to inform their unit/lesson planning.

The math curriculum provides all students with opportunities to build skills and conceptual understanding. Embedded are vocabulary to connect concepts and terminology, and writing to explain approaches to problem-solving and to reflect on information. Pictures and diagrams support students in solving problems. Graphic organizers are used to help students generate nonlinguistic representations,.

The Social Science curriculum focuses on higher order thinking skills along with content and literacies in the social sciences, global connections, civic connections, and economic connections. The curriculum promotes inquiry-based learning with an emphasis on developing discipline-specific reading and writing skills. Students have access to a variety of text types and complexities, in which students can become informed and active citizens within our society. The teachers incorporate lessons from the Interdisciplinary African and African American Studies curriculum and the Interdisciplinary Latino and Latin American Studies Curriculum. The curricula is culturally relevant and
they enable students to learn about dignity and identity. The 8th grade teacher uses the Reparations Won Curriculum, which enables students to address important issues of equity, race and racism in the classroom

The science curriculum for Kdg. through 5th grade, which is aligned to the NGSS, enables students to acquire understanding of the world around them. It includes concepts, principles, facts, laws and theories, which comprise the body of content knowledge. Science process skills are interdisciplinary for understanding and explanation. During science lessons students observe, classify and measure, compare and contrast, predict, analyze data, hypothesize and draw conclusions.

To supplement the science curriculum, the Robert Crown Center for Health Education delivers interactive science based health lessons to 5th grade students in puberty and to 6th grade students in how life begins.

The science SEPUP curriculum for middle school students uses societal issues and problems as themes, with an activity based approach for science inquiry. Middle school students conduct science investigations in the classrooms; however, the middle school students rarely go to the science lab to conduct experiments.

The "Essential Question" is written in teachers' units and lesson plans. The teachers use content-specific concepts. Teachers plan learning activities and discussions that actively engage students in "real world" concepts and integrate the concept into students learning during the unit or lesson. The assessment connects to the concept. Some teachers begin class discussions with the concept and ask students how it relates to what they are learning.

100% of the teachers provide guided practice and instructional scaffolding support in order for students to master grade appropriate levels of text complexity. Scaffolding instruction occurs in every classroom and across the disciplines. Instructional materials in literacy and math follow a logical sequence by scaffolding before, during and after each lesson to support learning. Teachers facilitate scaffolding activities through read-alouds, partner reading, discussion on excerpts, and they provide explicit instruction with complex texts. Scaffolding is a strategy that is reflected in the teachers' lesson plans.

The WIDA Standards, domains and levels are reflected in the bilingual teachers' units and lesson plans. Bilingual teachers give specific amounts of time for instruction in English and the native language during the day.
Teachers of bilingual students teach to the CCSS in English and in the native language. Bilingual students have instructional materials, including resources and supplementals, in the student's first language. The curriculum for EL's reflects both the American and the student's cultural and linguistic background, and bilingual teachers scaffolds and differentiates based on ELD levels.

The school uses the inclusion and resource models for the SPED program. Primary grade students with disabilities are pulled out and are educated by SPED teachers in the core subjects at the same time as the students in the GenEd and Bilingual programs. In the middle school SPED teachers and teacher assistants go to into the general education classrooms with the diverse learners to enable them to access the curriculum. Teachers of diverse learners teach to the CCSS. Unit plans include modifications for diverse learners. Specific accommodations and modifications based on the student's IEP plan are included in teachers' lessons in order for diverse learners to access the curriculum.

As noted in teacher's lesson plans, accommodations for diverse learners include using a calculator, providing examples of color-coding, allowing productive physical movement for students with ADHD, allowing for extended time, using audio-tapes, rereading directions and providing lesson outlines for studying.

SPED teachers modify diverse learner's student work by giving the students alternative assignments, allowing students to draw pictures for vocabulary words, giving students fewer questions and leveled worksheets.

Teachers of students with significant disabilities engage students with the CCSS-aligned Unique Learning System Curriculum,

which provide students with complex needs a means to access standards-based instruction. The materials provide for all students to participate in rigorous daily classroom instruction. The curriculum has three levels of support and each student has a profile, which generates his or her individual instructional plan.

All teachers have CC-aligned SEL instructional materials, and SEL is integrated into the curriculum. The classrooms environments are safe and supportive. Teachers teach students how to use effective communication skills while collaborating and/or during a socratic seminar. In math classes students are taught to display determination when making sense of problems and persevere in solving them. In literacy, students are taught to recognize emotions of characters. Teachers give mini-lessons on emotions and communication and students are asked to reflect on how choices affect their future. Students in every classroom are taught to work towards goals.

The after school science club members and their parents participate in two Family Day field-based learning experiences at the Museum of Science and Industry each year.

The 6th grade science teacher integrates field-based learning into the curriculum to connect science to the classroom. All 6th grade students participated in the Community Design Lab (CDL) at the Planetarium, where they conducted experiments to find imaginative ways to interact with the universe. Additional field-based learning opportunities for the 6th grade students were at the Museum of Science and Industry. Their learning included 1) using fabrication tools to make custom crafts in the Make Shop Exhibit, 2) discovering and unlocking number patterns in the human body, art, music and architecture in the Numbers in Nature Exhibit and, 3) observing and experimenting with seven natural phenomena to learn core concepts of chemistry and physics in the Science Storm Exhibit.

The librarian took the 8th grade students on a CC-aligned field trip to Open Books. While there, they learned the history and mechanics of slam poetry, and created and performed their own poems. Their poems were published and sent to the school.

Teachers choose culturally relevant materials, and use specific examples with teaching or link routines to learning. Teachers embrace student's native language by including curriculum materials in the students' native language. The curriculum includes units of study that connects students' heritage. Teachers' bulletin boards and classroom decor represents the culture of the students.

All teachers engage students and provide for differentiation to help them meet the standards. Teachers implement the Understanding by Design (UBD) framework. Students are allowed to choose books to read for pleasure. Information is presented in multiple formats, such as using active learning strategies and allowing students to participate in hands-on activities.

Active learning activities that are reflected in lesson plans and seen in REACH Teacher Evaluations are peer tutoring, creating webs, exit slips, turn and talk, participation in seminars, writing in math journals and collecting data for graphs. Instructional methods and strategies that are reflected in teacher lesson plans are use of graphic organizers, modeling, interest surveys, wait time, timelines and student choice.

Teachers use collaborative and cooperative groupings and one-on-one tutoring. Students are provided opportunities to meet the standards through use of technology. Some teachers allow students to self-select materials and they give a range of assessments to accommodate the learning differences in students.

95% of the respondents on the 2017 5Essential Report indicate that they have influence establishing the curriculum and instructional program.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
  - **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
  - **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
  - **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
      - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
      - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - **Integrate academic and social emotional learning.**
  - **Connection to real world, authentic application of learning. For example,**
    - Provide opportunities for meaningful project-based learning.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.

- Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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**

The school purchases a variety of instructional materials to engage students and help them develop factual and conceptual understanding of key disciplines. They are aligned to the teacher's curriculum and the expectations of the standards.

Instructional materials include books, time nonfiction reading kits, magazines, technology instructional media, audio-visual materials, science laboratory equipment, manipulatives and math boards for whole-group instruction, small group instruction and individualized learning.

Math books, Scholastic magazines, nonfiction reading kits, reference books and content area science and social science text sets are purchased school-wide in English and Spanish to ensure consistency in the instructional program.

Primary grade students have guided reading content and nonfiction focus books, and guided reading shorts, which are used for scaffolding and differentiated literacy instruction.

Intermediate and middle school students have CC-aligned Practice Coach Plus in ELA and in Math, which provides them with guided practice, scaffolding activities and diagnostic and cumulative assessments. Students in the bilingual program have comparable CC-aligned books in Spanish.

Novels are purchased by grade levels for 2nd through 8th grade students to allow them to have cultural and emotional organization, stretch their minds, and help them grow moral capacity. Grammar, Usage and Usage and Mechanics workbooks are purchased in order for the 2nd through 8th grade students to learn conventions of English.

All primary grade teachers use Heggerty Phonics to support students in learning phonemic awareness skills. Teachers in grades Kdg. - 4 use phonics and word study for teaching foundational skills, and Kdg. - 5th grade teachers use handwriting books to teach skills in handwriting. Bilingual teachers use phonics books to teach ESL.

Classroom libraries have been purchased school-wide in English and Spanish to support the instructional program and give students choices in selecting books to read for pleasure. Bilingual classrooms have ESL and culturally relevant materials in the native language in their libraries. Classroom libraries contain several genres, including science books, nonfiction and fiction books, math books, poetry books, books with social responsibility themes and favorite authors.

The school continues to purchase Go Math! in response to the shifts in math. Go Math! aligns with the CPS Mathematics Content Framework and the CPS Classroom Vision for high quality mathematics. Math resources include online students editions and a personal math trainer, which provides individualized and personalized practice, intervention and enrichment. Math videos provide real-time support for lessons of tutorials. Professional development videos model successful teaching of the math practices. Each classroom has math manipulatives and learning boards in order for students to engage in hands-on experiences in math.

Kdg.- 8th grade teachers use science and social science text sets. They are nonfiction and leveled to support analysis, reflection and research. They provide for instruction during scaffolding and allow students to look at photographs, which helps to capture

their interest. In addition, students in grades 1 - 8 have social science and science books.

The SEPUP science program is used for instruction in the middle school. The students have science books and notebooks, science equipment to conduct experiments and online licenses in order for students to access the book at home.

All technology programs that the school purchases for instruction are aligned to the CCSS, differentiated by student populations, and support differentiated instructional practice, intervention and enrichment opportunities.

Lexia offers differentiation, and is used by the monolingual and bilingual students in grades Kdg. - 5 to help facilitate language acquisition. Razz-Kids is used by Kdg. - 6th teachers in all programs to provide students with access to leveled texts, and an interactive learning portal.

Headsprout, which is used by diverse learners, offers differentiated, adaptive lessons in critical foundational reading skills and comprehension strategies.

IXL provides Kdg. - 8th grade students with online practice, intervention and enrichment in math.

Newsela, which features nonfiction articles from the Associated Press, is used in the computer lab in order provide support for 5th through 8th grade students in reading nonfiction text.

All student populations have access to BrainPop, which offers short animated movies in Spanish and English, quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.

Unique Learning System is the curriculum that is used for diverse learners with significant needs. and provides standards-based interdisciplinary lessons for students to engage in literacy, math, writing, social science, science and life skills.

The school library houses fiction and nonfiction books and many online resources to allow students to have choice and varied levels of support and challenge. Students have access to databases such as Kids Infobits, Encyclopedia Britannica, Spanish Encyclopedia Britannica, Naviance, Gale Cengage Learning (for History in Context), teachingbooks.net, Code.org to learn how to code, and Tumble Books, Epic Books and Soar for online reading. Reading and writing resources include Starfall, Boomwriter, Grammar Blast, Google Drive and Google Classroom.

Computers in the school library are hyperlinked to IXL, Lexia, Newsela, NWEA practice sites, Lexia and Go Math!
Computers in the computer lab are hyperlinked to all online programs that are in the library and to additional websites, such as Khan Academy, PARCC Practice Tests and Coding.

Primary grade teachers use read alouds and leveled books with character-building topics for explicit instruction in social emotional learning.
Intermediate and middle school teachers use Scholastic News and Choices Magazines to engage the students in reading personal narratives that build empathy and tolerance.

In response to shifts in literacy, math and science, the school upgraded the math series to Go Math!, and purchased non-fiction content area text sets, Paired Passages nonfiction reading kits, the SEPUP ScienceProgram and technology programs.

Teachers are trained on instructional materials in order to use them effectively in the classroom.

All teachers reference their instructional materials in their lesson plans and instructional materials are visible in the classrooms, library and computer labs. Purchase orders for instructional materials are visible on the CPS Enterprise Financial System, Oracle.

2017 5Essentials data indicates that 94% of the teachers agree and strongly agree that there is consistency in curriculum, instruction and learning materials among teachers in the same grade level at this school, and 90% agree and strongly agree that curriculum, instruction and learning materials are well-coordinated across the different grade levels at this school.
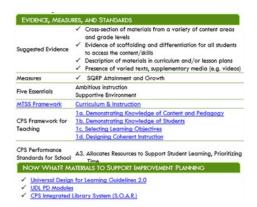
Although our instructional materials are varied, flexible and adaptable, many of them are consumable and/or online. The teachers need more computers for the students in their classrooms, and there is a need to purchase all of the consumable workbooks, online programs, subscription magazines and Go Math! student work-texts on a yearly basis.

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
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1   2   **3**   4

High learning expectations and structures for learning are the collective responsibility at Burbank School The lesson purpose are evident at the onset of every lesson which follows a backward design for planning model.

Every teacher at grade level meetings is expected to use assessment results to inform and impact their professional practice and guide the process of continuous improvement for both students and staff. Evidence is provided through internal walk-throughs, student work products, collegial observations, shared professional readings and targeted professional development. Observations, feedback, formative and summative data and student work products are additional key elements that provide evidence of rigorous student tasks.

According to the 2017 School Progress Report. student's perception of rigor is the classroom is "Strong." Similarly, the 2017 School Quality Rating Report rates all students performing better than 94% of all schools nationally in literacy and 47% in math. Structures to support rigor, such as professional development in providing a detailed description of expected learning outcomes and the collaboration necessary to analyze ways to increase rigor in performance tasks are at the foundation in providing rigorous lessons. Time for collaboration is prioritized at grade level meetings; it is a catalyst for improvement in planning. Exemplars from the CPS Teacher's Knowledge Center are extracted to include in unit planning and personalized during instruction.

Student work samples matching cognitively challenging assignments are analyzed. However, purposeful planning for those who have mastered concepts is an area of growth,

Ambitious instruction is Strong on the 2017 5Essentials Report. Instruction is focused, challenging and engaging.

Instruction is correlated and designed according to the CPS Content Frameworks, Scope and Sequence from the CPS Teacher Knowledge Center and recommendations from the NWEA Learning Continuum. Assessment data coupled with a strategic goal plan is a model of Backward Design to drive the planning in unit development.

Tasks reflecting the key shifts in literacy are demonstrated through balancing information and literacy text, knowledge in the discipline, building upon complexity, text based answers, writing from sources and requirements for academic vocabulary.Newsela PRO, Study Island, Rittosource.org, Scholastic news, novel studies, TCM nonfiction leveled passage sets and CPS anchor passages are applied during close read sessions.

Tasks reflecting the key shifts in math are demonstrated through utilization of N3 Math Scope and Sequence, ISBE Live Binders and products resulting from Go MATH! where mathematical practices are aligned to domains and opportunities for engagement, exploration, explanation, and elaboration are encouraged. Teachers are observed using the QR Code Reader in students' workbook review videos that enhance lesson purpose.

Tools from NWEA and goal setting worksheets are completed by students and referenced frequently as progress reminders. Classroom observations, collaborative planning sessions and grade level agendas are examples of evidence types.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

Transitions, College & Career Access & Persistence:

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)

Score

1   2   3   **4**

The school has procedures in place for transitions.

Teachers in grade levels have input in assigning students to their new classrooms for the new school year. They factor in gender, academic progress and student behavior when assigning each student's placement.

Students who qualify for bilingual services are placed in classrooms with a certified bilingual teacher who provides native language instruction and ESL. After the student transitions out of the bilingual program, the student continues to receive ESL support from teachers who are ESL certified and the bilingual coordinator. Progress monitoring for transitioned EL's with refusals need to be done with fidelity.

In order to avoid the summer slide, Kdg. - 7th grade teachers send home summer learning packets to reinforce the knowledge that is learned during the school year, and help prepare students for the upcoming school year.

Each teacher sends home a supply list for the upcoming school year; and they send home a list of recommended books for students to read during the summer.

At-risk students in grades 2 though 8 are targeted to attend after school classes in order for them to receive additional support in reading and math, thus reducing the risk of failure.

When students transfer into the school, a request for records is sent. Students are introduced to the class and are provided with the materials to ensure that he/she is aware of the curriculum. Some teachers assign a peer to help guide them until they learn the school, its policies and procedures.

Newcomers are given the WAPT screener to determine the level of proficiency. English Language Learners are properly identified based on the WIDA guidelines.

4th through 7th grade students are invited to attend the 8th grade graduation dress rehearsal to motivate and inspire them to set a goal to graduate from elementary school.

5th though 8th grade students check their grades and attendance in the computer lab on a weekly basis to monitor their progress and attendance.

8th grade students and parents attend a N3 High School Fair to expose them to different high schools in the City of Chicago.

The counselor provides guidance to 8th grade students and workshops for parents throughout the high school selection, application and enrollment process on the GoCPS website.

The Northwest Side Housing Center's Education Organizer conducted workshops for parents and students on how to navigate the the GoCPS High School Application process.

To help prepare the 8th grade students for a successful transition to 9th grade, former graduates returned to address the procedural, social and academic changes that will occur.

8th grade students participate in High School Investigation Day to observe students in high school, experience a freshman schedule and understand what is needed to make it in high school.

Students complete lessons in career exploration and goal setting for future education and occupation in Naviance. 72% (YTD) of the tasks on Naviance have been completed.

Junior Achievement volunteers come to the school and present their College and Career Readiness curriculum, which fosters their understanding of the value of staying in school to students in grades Kdg. - 8.

At this time, the school does not provide eligible 8th grade students access to Algebra.

Students are allowed to check their student portal accounts to check their grades and they are given opportunities to redo assignments, thus allowing them to advocate for themselves and improve their scores. Teachers discuss test results with the students. Teachers distribute the NWEA Student Goal Setting Worksheet, and students use them to set goals for themselves.

As noted in our learning walks,100% of the students engage in group work and use group norms that are taught by the teacher, which helps teach them self-regulation.

Guide for Transitions, College & Career Access & Persistence
- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

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

Evidence, Measures, and Standards

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

As reflected on the 2017 School Progress Report, Student growth is above average in reading and math. Reading is at the 94th Percentile and Math is at the 47th Percentile. There is an increase in the number of students who were above average in reading

from the 2016-2017 to the 2017-2018 school year. However, there is a decrease in the number of students who were above average in math from the 2016-2017 to the 2017-2018 school year.

According to 2017-2018 the SQRP, Student Attainment is at the 70th percentile in reading and in the 51st percentile in math. Reading attainment increased from the 56th percentile in 2016 to the 70th percentile in 2017. However, math only increased by 1 percentile from the 50th to the 51st percentile in 2017

The percent of students On-Track decreased by .4% from 73.3% in 2016 to 72.9% as noted on the 2017 School Progress Report. There is a decrease in the percentage of students that are Off-Track (Grades only) in Weeks 5, 10, 15 and 20 in the 2018 school year.

Teachers use exemplars from grade-level specific Content Frameworks and Lesson Plans to plan a range of effective approaches suitable to student learning.

Pedagogical strategies that have been observed in 100% of the classrooms are scaffolding, small group instruction, questioning strategies and use of graphic organizers, along with the Gradual Release of Responsibility (GRR) model..

Ambitious Instruction is Strong on the 2017 5Essentials Report. Burbank received an aggregate score of 69. Academic Press is Strong, meaning that teachers expect students to do their best and meet the academic standards.

Most teachers align student tasks with the learning objectives.

During instruction, teachers communicate with the students through verbal and message clarity and content relevance. 100% of the teachers have been observed giving students oral explanations, paraphrasing student remarks, commenting on student work, showing students examples and giving feedback on student work.

98% of the teachers have been observed using visual aids, graphical representations, illustrations, anchor charts and reviewing the learning objective on the board in advance of the lesson or during the lesson in anticipation of student misunderstanding.

Teachers make content relevant by having students relate the assignments to personal future goals, stating how the lesson will build on the students existing skills, relating the students interests to their lesson and giving students choice. 3rd grade bilingual teachers lesson plans' note that they model how to respond to literary materials by connecting them to students' own experiences. 39% of the respondents on the 2017 5Essentials Report indicate that they discuss connections between a reading and real life people or situations almost every day, and 31% indicate that discussion occurs once or twice a week.

Teachers enable students to contribute to extending the content by having student-to-student discourse (purposeful talk) in reading and math in which students use academic vocabulary.

Teachers use the High Quality Math Instruction Tool to plan math instruction. This gives students a chance to demonstrate the Standards for Mathematical Practice, collaborate with their peers, use math strategies, answer high quality questions and engage in problem-solving.
On the 2017 MVMS survey, 44% of the student respondents note that they explain how they solved a problem to the class almost every day, and 25% note that they give explanations once or twice a week. 45% of the students discuss possible solutions to problems with other students almost everyday and 31% discuss possible solutions once or twice a week.

The Quality of Student Discussion is Very Strong, as noted on the 2017 5Essentials. Students participate in classroom discussions that build their critical thinking skills. In math, 76% of the respondents note that they discuss possible solutions to problems with other students. Discussion techniques have been observed during learning walks and teacher evaluations.

Collaborative grouping has been seen in all classrooms. As noted in lesson plans, turn and talk and math talks occur in all classrooms.

Group norms that promote respect and responsibility during collaborative discussions are taught and posted in classrooms.

Questioning strategies occur during whole group and small group instruction in the core subjects. Questioning is at the strategic thinking level in reading and math. Students are asked explain approaches to problem-solving and word meanings and explain how they are during math instruction; students are asked to cite text evidence as they engage in close reads during literacy instruction.

To engage students, teachers allow choice, group them, allow physical motions and incorporate the student's culture into the lessons.

Engagement strategies are reflected in 100% of the teachers' lesson plans. These include close reads and citing textual evidence, creating flip flop vocabulary books, reading and interpreting data in a plot line, participating in a seminar, and creating a vocabulary web.

Teachers use data to group students for instruction. Use of leveled materials, tiered assignments, reteaching foundational skills, computer-assisted instruction, and one-on-one instruction are a few of the avenues in which teachers provide targeted support to students.

Bilingual teachers' lesson plans reflect that they allow wait time during instruction. The instructional pacing is adjusted. Students are grouped based on ELD. Instruction and instructional materials are given to EL's in English and the native language. Teachers use linguistic scaffolding strategies, prior knowledge and student experiences to present new information and provide listening

activities through audiotapes. As referenced in lesson plans, first grade bilingual teachers discuss vocabulary in English and have students write in the EL notebook. 2nd grade bilingual teachers use dictionaries and pictures to convey meanings. 4th grade bilingual teachers support EL's by giving them sentence stems.

Instruction for diverse learners include accommodations and modifications that are on the IEP. Teachers in SPED classrooms use visuals, extend time on task, read directions to students, and provide students with graphic organizers to focus attention on details or key elements. Students receive computer-assisted instruction, and the teachers progress monitor the students.

All special education classrooms have assigned bilingual paraprofessionals, who provide diverse learners with instructional support in the acquisition of language and in accessing the curriculum.

While all teacher teams collaborate and develop unit plans using the CPS Content Frameworks and planning guides, some teachers lesson plans do not reflect differentiation supports for EL's and diverse learners, nor activities for enrichment.

Teachers check for understanding and monitor student learning by integrating formative assessment into instruction, during and after the lessons. Checks for understanding include thumbs up/thumbs down, use of individual dry-erase boards and listening closely to students' answers during discussions and questioning and providing feedback..

Formative assessments that are written in lesson plans include examining student- written responses in journals, questioning, exit slips, graphic organizers, science investigations and K-W-L charts, to name a few.
There is a need for all teachers to identify EL newcomers and EL long term students in their classrooms, and adjust instructional strategies to support their learning.

Teachers are flexible and responsive when the lesson needs modifying. Teachers adjust their lessons by reviewing and/or highlighting the important part of the lesson, individualizing instruction and/or expanding student understanding by relating it to a real world situation. Teacher flexibility and responsiveness are noted in teacher evaluations.

However, according to the 2017 5Essentials, English Instruction is Neutral.

Some teachers are not following the guidelines that they developed for writing instruction, and do not provide students with the experiences they need to become proficient writers. 18% of the student respondents on the 2017 MVMS survey indicate that they rewrite a paper or essay in response to comments almost every day, while 22% of the respondents rewrite once or twice a semester. 19% of the respondents report that they improve a piece of writing as class or with a partner almost every day, and 17% or the respondents say they do this once or twice a semester.

All teachers use assessments in order for students to demonstrate learning; however, teachers are in the process of identifying/developing and aligning a variety of common interim assessments in literacy to gauge student progress toward skill attainment. The teachers need to continue the work in this area to inform instruction.

While teachers are using the N3 Math Pacing Guides for planning, there is inconsistency in implementing formative assessments in math, such as POM's during math instruction for problem-solving.

Data from learning walks indicate that some teachers need to use more active learning instructional strategies to enhance learning.

Teachers are learning strategies to embed agency, authority and identity (characteristics of the TRU Dimensions) into core subject areas.

Rubrics and checklists are posted on learning boards with student work; students apply rubrics to their own work, but not in all classrooms.

Kdg. through 2nd grade teachers use progress monitoring data to determine the effectiveness of interventions. There is a need for 3rd through 8th grade teachers to use progress monitoring data with fidelity for the purpose of guiding instruction.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.

- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

CPS SCHOOL EXCELLENCE FRAMEWORK   18

Balanced Assessment & Grading:

Score

1   2   **3**   4

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.

The school uses the CPS Assessment calendar for testing and logistics. Assessment updates from the Teacher Knowledge Center are regular topics on teacher team meeting agendas.

The principal sends new primary teachers and teachers new to the primary grades to the CPS mCLASS trainings; the hiring team inquires if candidates have been trained in administering assessments during the hiring process.

The REACH Performance Tasks are given to students in grades Pre-K to 8 and are used to measure student baseline status as well as end-of-year growth. Teachers calibrate and score REACH PT's in grade level meetings.

BOY TRC/DIBELS and mCLASS are used as formative assessments to screen, diagnose and progress-monitor students and to guide instruction for primary grade students. Bilingual primary grade students use the Spanish version of TRC/IDEL and mCLASS.

When parents fill out the Home Language Survey (HLS), if another language other than English is spoken at home, the student is given the WAPT as a screener to determine placement in the bilingual program.

Teachers plan formative assessments during unit and lesson planning. Teachers give formative assessments that are in the CPS frameworks to provide feedback and identify learning gaps that can be addressed before the end-of-year assessments. Assessments are aligned to Common Core State Standards. Questioning, learning activities, student reflections, graphic organizers, and student-written response are a few of the formative assessments that have been identified in the teacher's lesson plans and through classroom observations.

Students with significant disabilities are the given formative assessments that are in the Unique Learning System curriculum. Kdg. and 1st grade teachers use the online reading assessment from RAZ-KIDS; the reading levels directly relate to TRC. Primary teachers' use Learning A - Z for formative assessments in reading, and the results are used to plan for interventions and for student grouping.

Math assessments are embedded in the Go Math! materials. Math assessments provide formative information to students, parents and teachers. Noted in lesson plans, teachers use Go Math! - Are You Ready?, which supports students who need Tier 2 and Tier 3 interventions.

Teachers have engaged in professional development on the use of assessment to improve learning. Some common assessments have been identified by the staff. In order to better monitor student progress, teachers need to identify a variety of assessments to inform instruction and identify gaps in learning in order to be responsive to the needs of all learners.

Publishers who provide the instructional materials sometimes do not provide the same assessment at the end of the completion of a unit study in English and Spanish.

Online assessments that provide for the shifts in literacy are Newsela PRO, IXL and Reading A - Z,
CCSS-aligned Crosswalk Coach Plus, ELA provide diagnostic and cumulative assessments which gauges student progress in mastering the skills.
Go Math! assessments and assessments from the Knowledge Center, such as FAL's, MARS Tasks and POM's provide for shifts in math.

Accommodations are provided for ELS's and diverse learners based on CPS guidelines. Native language translations are provided for EL's. Accommodations for diverse learners are provided and include repeated or clarified directions, use of read-alouds, use of manipulatives, extending time for testing, or any other accommodation that is included in the CPS Assessment Framework.

MOY TRC/DIBELS in English and Spanish, and MOY/NWEA are used as Benchmark assessments that gauge progress toward growth and attainment for students in grades Kdg. through 8, respectively.

2016-17 and 2017-2018 School Progress Report data indicates that Student Growth in Reading Increased from the 81st to the 94th percentile. Reading Attainment increased from the 56th to the 70th percentile. However, Math Growth decreased from the 66th to the 47th percentile and Math attainment increased minimally, from the 50th to the 51st percentile. The data indicates that there is a need for balanced assessment in math.

Teachers collaboratively developed grading policies by grade bands; however, a check of Gradebook reveals that the grades and assignments are not uniform in some grade levels. Some teachers post only 5 grades or 1 grade per week for a 5 week cycle, and other teachers post 15 or 20 grades per 5 week cycle.

Each grade band's grading policy reflect the District's Uniform Grading Scale; they communicate high expectations and provide an opportunity for higher grades to be earned. Students are allowed to redo work to get a higher grade and the new grade reflects the students actual earned percentage.

Each of the grading policies includes the scale to be used for late and missed assignments, which provides students a second chance.

Each grading policy includes modifications to meet individual student needs.

Each grading policy explains what the grades represent, and helps address fairness.

Teachers explain the criteria and standards for which they hold the students to. Teachers reinforce and remind students about what they are learning and the grades that they receive for the assignments. Grading policies are posted in the classrooms.

The grading policies were shared with the parents, ancillary teachers and support specialists.

Although teachers expressed that they will assess the same standards within the same week, the ACCESS test and MOY/NWEA are administered at the same time. The tests differ in duration and areas being assessed, which has a negative impact on the grade level teams' instructional coherence and pacing. This is reflected on Gradebook as well.

A check of Gradebook reveals inconsistency in the types of assessments that are given in the grade levels.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**

- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & 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
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting	

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

mCLASS and TRC/DIBELS are used as a screeners for students in grades Kdg. - 2nd, and NWEA is used as a screener for students in grades 3 through 8.

To provide for Tier 1 instruction, students receive core instruction with flexible grouping.
Based on data from those screeners, teachers differentiate instruction. Primary teachers differentiate by using listening centers, providing scaffolding and using leveled readers and decodable books during small group instruction. Intermediate and middle school teachers use differentiated leveled readers, scaffolding, repeated readings, pre-taught vocabulary and read alouds.

To customize the learning environment, teachers provide one-on-one tutoring, individualized reading vocabulary flashcards, peer-tutoring, peer-grouping and computer-assisted instruction on Razz-Kids, Headsprout and IXL math.

Students needs are taken into account when planning lessons. Instruction is scaffolded and takes into account the diverse needs of the learners.

The school is proactive in providing Behavioral and SEL supports for the core instructional program.
There is a school-wide discipline plan in place. There is a school-wide character development program in place.There are school-wide procedures for transitions. Support staff are strategically assigned to the playground and lunchroom.
The school collaborates with community partners to provide presentations and workshops to help students learn positive behaviors.
The classroom with the highest attendance for the month receives recognition in Que Pasa, the school newsletter.
At the Annual Awards Assembly students are recognized and rewarded for academics, participation in extra-curricular activities and for having perfect attendance.

All teachers post and teach school rules and procedures. Shared agreements and/or rules with consequences are posted in

classrooms. Students are given verbal cues to alert them to transitions, and the teachers organize classrooms so that materials are quickly and easily accessible. When there is misconduct, the teacher has a conference with the student.

Students that are at-risk are targeted to attend after school reading and/or math tutoring classes. Teachers talk to the parents to inform them of their child's progress, and the school sends a letter home.

Follow-up phone calls are made to parents when students are absent.

Quarterly attendance awards are given to students who come to school every day for 10 weeks. The school implements the Quarterly Shooting Stars program to reward students for improvement in reading and math. Students who come to school for 3 months are invited to a school dance.

Students are recognized for "Caught Being Kind".

When there is misconduct that cannot be handled at the classroom level, the teacher sends the student to the Dean of Students, who contacts the parents.

On-Track data is monitored. 2017-2018 On-Track Data indicates that more students have been On-Track, except in Week 15. In response to finding the root cause, the school proactively hired tutors who provide Tier 2 and 3 interventions in math.

The school's 2017-2018 BOY MTSS Self-Assessment indicates that Shared Leadership is Consistent. There are written procedures and processes and protocols for facilitation.

The Dean of Students makes phone calls and home visits when students are identified at risk for truancy or absences.

When there is misconduct that cannot be handled at the classroom level, the teacher sends the student to the Dean of Students, who contacts the parents.

Students whose data shows a need for Tier 2 and 3 interventions are referred to a member of the School-based MTSS Team, which includes the Counselor, Literacy Coach, Case Manager and/or Dean of Students. Teachers use the appropriate protocol when they refer a student.

When a student needs SEL support, they are referred to the counselor. When a student needs academic support he/she is referred to the Literacy Coach. If a student needs behavioral support or are at-risk for truancy or attendance, he/she is referred to the Counselor and/or Dean of Students.

The 2017-2018 MTSS Self-Assessment indicates that the School-based team is in the Emerging Stage of the Problem-Solving Process. There is a need to facilitate training and regular practice with the application of the Problem-Solving Process in all meetings.

School-wide expectations for Curriculum and Instruction is in the Developing Stage as noted on the 2017-2018 MTSS Self-Assessment. While there is defined criteria to identify students who need interventions, the staff needs to be mobilized to consistently evaluate ongoing needs of students.

Progress-Monitoring is rated Inconsistent on the 2017-2018 MTSS Self-Assessment. There needs to be clarity and a clear definition of how each tiered support will be progress monitored. Progress monitoring needs to be done with fidelity.

The Team rated Family and Community Involvement as Fully Embedded as noted on the 2017-2018 MTSS Self-Assessment. Parent conferences are arranged to inform and involve the parents in the process. As noted on the 2017 MVMS survey, 94% of the teachers indicate that parents attend conferences when requested, and 63% of the parents respond to their suggestions for helping their child.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
    - Empower student to advance their learning.
    - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
    - Classrooms are student-centered with student agency.
    - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
    - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.

- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ 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

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**

Burbank School's Culture and Climate are Well-Organized as noted on the 2017 5Essentials Report, which suggests that the school is set up for success. These results are reflected in our school's mission and vision statements which are communicated and embraced by all stakeholders. Valued are high expectations for all students to achieve college and career readiness standards. These expectations are shared with the students, staff, parents and community in classrooms, conferences, parent and faculty meetings, special events and publications.

LSC meetings, Parent Open House, the school website and our monthly newsletter, Que Pasa, are examples of some of the avenues in which our mission and vision are shared. Our mission and vision are posted in each classroom, and are written in Spanish and English.

Policies and procedures are in place so that instruction is not unnecessarily interrupted. All announcements, if possible, are made at the beginning and end of the school day. Grade level meetings are held weekly to facilitate sharing of information and discussions of student learning and achievement. Student schedules, rules of behavior, expectations and informational charts are displayed in all classrooms. Learning boards, in and outside the classrooms, proudly display student work that reflects higher order thinking skills, creativity, and students projects/writing.

The culture of learning is characterized by collaboration, collegiality and efficacy. Teachers develop, communicate and implement classroom motivation and management plans. These plans are explained orally to students and posted in classrooms. Instructional planning facilitates bell-to-bell instruction. Students are greeted at the door and are given bell-ringers. Students are grouped in classrooms to facilitate interaction, instruction and discovery. Grouping is not static and changes are made based on student need.

Teachers within a grade level pace instruction so that all students cover the same instructional materials/concepts within each grade level. Instruction is scaffolded and takes into account the diverse needs of learners. Homework is assigned regularly and students are required to read 25 books per year.

Teachers in grades Kdg.- 8 incorporate goal setting by having students track their progress towards their goals.
In Kdg. and 1st grade classrooms the teachers share TRC and mCLASS data with each student and talks to them about reaching higher goals.
A 7th grader wrote the following goal: "My focus skill is vocabulary. My goal for Spring is 225. I would like to reach 240.To achieve my goal, I am going to learn and practice remembering different types of vocabulary words, including Greek and Latin words. For example, if the word has the Greek term aqua, I know that the word has something to do with water. I can improve by writing down vocabulary words in my writing notebook that I don't know. I will include new words when I rewrite sentences and I will read books with hard vocabulary and try to use context clues .

In all classrooms, growth goals in reading and math are are posted. Growth is celebrated.

Equity, uniformity and creativity are fostered and evident in all classrooms. 2017 5Essentials data indicates that 98% of the teachers feel responsible that all students learn. Teachers in each grade level plan units of instruction that incorporate active student involvement in the learning process. A review of lesson plans indicate that all teachers teach the Gradual Release of Responsibility strategy, which encourages students to take ownership of their own work. Through classroom interactions, use of materials, and the appearance of the classroom, teachers encourage students to show pride in their work. Teachers write the grade and comments on student work in order for students to make improvements and to highlight excellence. Perseverance is encouraged and valued. As indicated on the 2017 5Essentials Report, 81% of the students try hard to get good grades. Gradebook shows that students in all classrooms redo assignments in order to improve their grade.

Data from learning walks and and teacher evaluations notes that students are able to articulate what they are learning and the importance of learning the skills and concepts presented. Many teachers administer interest surveys in order to plan projects and activities based on the results of this data. 97% of the student respondents on the 2017 5Essentials Report expressed that the teacher expects the students to do their best at all times, and 96% expressed that the teacher expects everyone to work hard.

Success is rewarded in many ways and in all programs including the many after school programs that our school offers. An Annual Awards Assembly is held to acknowledge honors, citizenship, and attendance. Students also receive recognition for participation in clubs and extracurricular activities. The students receive medals, certificates, ribbons and/or trophies. Awards are also given to students who read 25 books per year and for being a "reading buddy" to primary grade students.

Quarterly, students and their parents are invited to the Shooting Stars assembly, to celebrate their achievements and growth in reading and mathematics.

Awards and accolades are given for chess and sports tournaments. Trophies are displayed in 6 cases for all to see. Teachers cheer on students at sporting events. Announcements are made congratulating the winners of special events including the Special Olympics, sports and chess.

Pictures of our principal, staff and students are displayed in the halls, which highlight school activities and demonstrate school pride.

Guide for Culture for Learning
- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

Score

1   2   3   **4**

School Connectedness is rated Very Strong on the 2017 School Progress Report. Adult-student interactions are positive at Burbank School.

School Climate Self-Assessment results indicate that Leadership--Staff Relationships, Staff-Student Relationships and Student-Student Relationships are Established.

At the beginning of each school year the staff has professional development on the School Climate and Classroom Environment. Staff is given strategies for developing supportive relationships with students. Topics that are addressed on an annual basis include having a positive atmosphere, developing shared agreements to guide interactions, modeling respect for all students, displaying a positive attitude and setting expectations for students.

Teachers are stationed outside of the classrooms and greet the students when they enter the classroom. Teachers call students by their names. Teachers speak with students at eye-level by sitting at the tables with them or kneeling during instruction.Teachers work closely with small groups of students to allow for greater personalization and individualism. Teachers acknowledge students efforts. These behaviors are evidenced in 2016 and 2017 REACH Teacher Evaluations.

Middle school teachers attend after school sports activities. Teachers show interest in students personal lives. The administration attends special classroom activities that they are invited to. Teachers and students have fun together by having sports competitions. Teachers model social skills by saying please and thank you. 96% of the respondents on the 2017 MVMS survey feel that the teachers treat them with respect.

Students with higher levels of need have assigned staff who they check in with or serve as mentors. Students who have repeated tardies or safety issues check in with the Dean of Students. Students who have behavioral and/or academic problems check in

with the counselor, literacy coach, ELPT, librarian, assistant principals and some teachers, who also serve as mentors.

Supportive relationships prevent and de-escalate behavior and attendance. Supported Environment is rated Strong on the 2017 MVMS Survey. Students find their teachers trust-worthy and responsive to their academic needs. 72% of the respondents on the 2017 5Essentials Report feel that it is important to come to school everyday.

Morning and afternoon announcements includes acknowledgements of students who contribute to the school community. These students receive School Service Awards recognizing them for their positive contributions to the school. Students receive positive attention and recognition from their teachers for behavior, attendance and academic progress. Students' success stories are featured in our school newsletter, Que Pasa. Students pictures are taken and are put on the bulletin boards in the school.

2017 Dashboard data shows that the top response for behavioral incidences is instructive, corrective restorative practice.

Teachers create opportunities for students to build positive relationships through classroom organization and pedagogy. Teachers create groupings for instruction and class projects, and educational games, which allow students to practice social skills, such as active listening or respectful disagreeing. Students are paired to go on errands, which allows them to get to know each other. Students develop relationships with students of different ages and students outside of their classrooms through sports and extracurricular activities.Teachers integrate the concepts of discipline and respect into cooperative learning by giving student groups explicit directions and group norms for collaboration.
Teachers use instructional materials, read alouds, movies, novels and Choices magazine articles, to engage students in discussions and critical thinking activities to help them develop social emotional skills.
Kdg. and 2nd grade students are reading buddies and study buddies, which helps them to develop interpersonal skills.

The school has an established Character Development Program, which include monthly SEL themes. The character trait, its meaning and a guiding principal of the character trait, which gives students a deeper understanding of the trait and how to implement it, is read over the intercom. Teachers organize activities around the character trait. In December, the theme was kindness and caring. To demonstrate caring, the 6th grade students collected donations to help feed hungry children during the holidays. Enough money was collected to feed over 3,500 children. One 8th grade class collected money to buy new shoes for a classmate who needed them.

According to 2017 5Essentials data, 97% of the middle school respondents indicate that the students show each other respect.

Each classroom has an extensive classroom library that includes multicultural biographies that students can read to learn about various cultures. Teachers intentionally teach history lessons from the Interdisciplinary African and African American Studies and the Latino and Latin American Studies curricula. Students learn about the culture of the Native Americans and Women's History Month which are topics their Scholastic magazines. School activities incorporate performances for Black History, El Dia del Nino and Cinco de Mayo annually. Students are allowed "out of uniform days" to wear colors that reflect other peoples cultures and learn about their traditions, such as red, black and green during Black History month. The entire student body watches the historical movie, Our Friend Martin, and each student is asked to write about Dr. King's message of hope and courage. Students and staff wear green for St. Patrick's Day and learn about the historical and cultural background of Ireland. Parents make costumes, decorations, and perform ethnic dances for the El Dia del Nino assembly. Posters, flags and other educational materials are featured throughout the school that reflect cultural diversity and the school community.

The principal arranged for our community partner, Thrivent Financial, to schedule staff appreciation events for the teachers during staff development days, which helps to build social and collegial connections among the staff.

The principal has built trust at Burbank School. The teachers trust and respect the principal's leadership abilities. The structure for shared leadership is based on trust. The principal focuses his efforts on improving instruction using data, and improving outcomes through collaboration. The principal sets goals. He influences and motivates the staff through clear communication and expectations. The principal expands the problem-solving capacity of the teachers, providing clarity of the function, the purpose and the process, to help meet the goals. The principal values and is responsive to their feedback.
Teacher-Principal Trust at Burbank School is Very Strong, as noted on the 2017 5Essentials Report. There is a high level of mutual trust and respect between the teachers and principal. 98% of the teachers trust the principal at his word.

2017 5Essentials data notes that Teacher-Teacher Trust is Very Strong at Burbank School, meaning that teachers are supportive and respectful of one another, personally and professionally.
Teachers at Burbank School support and respect each other because they share a common commitment. The school hires teachers who share the same values as that of the school. Grade level teams share strategies and learn from each other. Teachers communicate openly and are free to express their concerns.
Teachers use group norms and work collectively, which requires actively listening to each other and accepting each others opinions in a nonjudgmental manner.

The principal has an open door policy. Staff are free to discuss issues and have open dialogue with him. 98% of the teachers feel that it is okay to discuss feelings, worries and frustrations with the principal of Burbank School.

The 2017 5Essentials data indicates that 97% of the teachers feel respected by other teachers, and 100% of the teachers at Burbank School respect those colleagues who are experts at their craft, and 100% of the teachers feel respected by the Principal.

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
MTSS Framework	Shared Leadership, Family & Community Engagement
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
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

Student Voice, Engagement, & Civic Life:

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**

Lesson plans reflect that Kdg. - 8th grade teachers utilize the CPS Social Science Framework to plan units of instruction to teach about the structure and functions of the government, locally, nationally and internationally. Literacy in civics is integrated in the Social Science Framework.

Scholastic Magazines is another resource that teachers use to teach about the government, its function and structure. A topic that is included in the magazines for grades Kdg. - 5 is the Constitution. In the middle school, teachers teach history economics and civics through the articles, such as The Girl Who Changed America, to build social science proficiency.

Students learn about the local and national voting process; however, voter education and registration does not happen at the elementary level.

Middle grade students watch the Presidential Inauguration every 4 years in the school auditorium to see the ceremony that marks the Commencement of the President's new 4-year term.

The 7th grade class has a Constitution Tournament, in which classes take 7 quizzes on their knowledge of the Constitution. Classes compete for the highest class average on each quiz. All students are required to pass the Constitution Test, which is given after the tournament.

According to the 2017 MVMS Survey, the Quality of Discussion is Very Strong at Burbank School, meaning that students participate in classroom discussions that build their critical thinking skills.
Students are exposed to controversial issues by discussing news events and reading current events articles in the Scholastic Magazines, and are expected to form an opinion and cite evidence to justify a reason for their support. 92% of the respondents on the 2017 MVMS Survey report that they sometimes and almost always use data and text references to support their ideas.

The 8th grade students form talking circles once or twice each month. The teacher facilitates discussions centered around current events in the news and the community, such as DACA, gun violence and civil rights, They also cover topics, which are included in the Reparations Won curriculum, such as bullying. In addition to the contents of the talking circles, students are taught the value of listening to and respecting other's ideas, even if they disagree of have different experiences. 95% of the respondents on the 2017 MVMS Survey indicate that students provide constructive feedback to their peers and them; 95% of the respondents

report that students build on each other's ideas during discussion, and 89% of the respondents report that most students participate in the discussion at some point.

While students read online news articles, there is no evidence of students learning how to find different points of view online, nor how to engage in productive online dialogue.

Students are given a "Things You Should Know About Me" questionnaire that is filled out at the beginning of each school year. Primary Teachers give students writing prompts, such as What do I Care About. Students draw pictures of their families and make collages out of pictures to represent who they are. Middle school students write about themselves in their journals.

There are numerous opportunities for students to exercise voice.
91.4% of the students in grades 6, 7 and 8 participated in the 2017 MVMS Survey, which provides feedback. Their voice is recognized by the school, is included in the CIWP, and decisions are made based on their responses. Teachers use the data from the survey to inform instruction and improve classroom practices. According to the data on the survey, 92% of the middle school students agree and strongly agree that their teachers always listens to students ideas.

Students are given surveys to get their input on choices for after school classes and sports programs that they wish to attend. Over 575 students attended after school classes and sports programs. Their choices included, but were not limited to Yoga, Battle of the Books, Cooking Class, Math Vikings, Computers, Tech Ninjas, Sign Language, Step Up to Science Club, Film Club, Soccer, Volleyball, Boys and Girls Basketball and Cross Country and Track.

The Poetry Club write their own poems based on their feelings, and recite them at school assemblies.

Teachers give students interest surveys. Primary teachers ask their students what books do they want included in the classroom library. Intermediate grade teachers create reward systems based on student preferences, and middle school teachers survey the students and and give them a writing prompt when they meet them.

Students are given voice through classroom democracy, when they create shared agreements for the learning environments.

The school does not have a Student Voice Committee; however, the school has Student Ambassadors who provide services to the school and the school community.

The teachers do teach students about the civic leaders and their roles in society. It is embedded in the in the Social Science Framework, and included in teacher's lesson plans.

Interaction with civic leaders is limited at the elementary school level. The Alderman and Cook County State Commissioner did visit Burbank School in 2017, and addressed duties of their offices with the middle school students.

Students do work cooperatively in partnership with peers to advance a specific cause. In December, 2017 the Burbank School Student Ambassadors worked cooperatively with Steinmetz High School and sponsored a canned food drive to benefit the Greater Chicago Food Depository. Students from Pre-K to grade 8 brought donations. More than 1,400 cans of food were collected, which will benefit the neighborhood food pantries.

The 6th grade students participate in Feed My Starving Children. They collect donations for starving children, and then go onsite to help package nutritious food that is sent to underprivileged countries. They collected enough money to feed over 3500 starving children.

The students take a walking trip to Shriner's Hospital to donate new and gently used books to the children in the hospital.

The Burbank School Student Ambassadors made blankets for dogs and donated them to the Animal Shelter.

The 4th through 8th grade students donate pennies to the Leukemia and Lymphoma Society, to help fund research into blood cancers so that eventually a cure can be found for those diseases.

The Cook County States's Attorney's Office sponsors an Anti-Drug Poster contest. In 2017. One of Burbank's students created a Don't let Drugs Control You poster that won 1st place in Cook County. The student's poster is featured on the 2018 anti-drug calendar. She was recognized by the school and she received an award from the State's Attorney.

5th grade students participated in the Com-Ed Super Saver Program and learned how to help conserve energy and water. They wrote letters to thank Com-Ed.

Burbank School is a We School. The school is in the developing stage of implementing the WE Program. The activities in the WE program will promote problem-solving and action-planning skills, which will enable students to become young activists and change makers. The goals for the students are to 1) investigate how experiences elicit different perspectives, 2) identify the issues that inspire change and, 3) select an issue and create an action plan for it.

The school's leaders do articulate a commitment and vision for the importance of civic learning. Civic learning is integrated into the curriculum. Practices of patriotism are evident. The students recite the Pledge of Allegiance daily. Community is recognized when teachers give students classroom jobs. The social science teachers who attend the CPS Summit meetings do share their learning with the grade level teams. Structures are in place for student participation in shaping policies, goals, instruction and climate. However, the teachers have not had formal professional development on civic learning. To fully implement the 6 core areas of the civics curriculum, the learning goals need to be clearly articulated, expectations need to be clearly identified, and collaboration needs to occur across disciplines and at the grade level meetings.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1   2   3   **4**

Safety is Strong at Burbank School, meaning that students feel safe both in and around the school building, and while they travel to and from home. The school received an aggregate score of 61 on the 2017 5Essentials Report.

As reflected on the 2017 5Essentials survey, 73% of the students report that they feel mostly safe and feel safe around the school, and 98% of the students report that they feel very safe in their classrooms.

The school has a safe-school plan that outlines procedures for the safety and security of students and educators.

The school has a Chicago Police Department Juvenile Detention Liaison who provides the school with updates on any criminal activity around the school, and offers advice on safety issues. There is ongoing consultation with the Juvenile Detention Liaison who gives updates and counsel for juvenile offenders.

The principal proactively contacts City Officials and/or the C.P.D. School Liaison to make them aware of concerns within the school community.

The school funds positions for a security guard, two part-time policeman and support staff, who provide supervision in the lunchroom and on the playground before school and after school. The school funds the Dean of Students who supports the school by handling major attendance and truancy issues.

The school has firm and consistent rules and guidelines for appropriate student behavior. School rules with consequences and/or shared agreements are displayed in each classroom. All classrooms have the "Be a Star" creed posted on the walls, and it is articulated over the intercom and at school assemblies throughout the school year.
As noted on the 2017 5Essentials Report, 95% of the teachers indicated that they feel responsible for helping students develop self control.

Data on the 2017 5Essentials Report indicates that 86% of the teachers help maintain discipline in the entire school, not just their classrooms. 95% of the staff have some and a great deal of influence setting standards for student behavior.

Classroom teachers review the rules with students at the beginning of the school year, and throughout the year.

The teacher handbook, which is distributed yearly, contains the policies and safety procedures for emergency evacuations and crises management. The safety procedures are displayed on boards in each classroom.

The staff receives training at the beginning of each school year on safety procedures that protect the learning environment.

The school implements the Caught Being Kind Program to reward student behavior for acts of kindness.

The technology coordinator implements the NetSmartz Workshop (an interactive, educational program of the National Center for Missing and Exploited Children) in the computer lab for 5th through 8th grade students. This workshop focuses on the importance of decision-making and consequences for internet safety, cell phone technology, emails, Snapchat, Instagram and privacy.

6th grade students participate in the Chicago Police Department's G.R.E.A.T. Program, which is a gang resistance education and training program, to deter them from joining gangs.

100% of the teachers are proficient or distinguished in Management of Transitions on the REACH Teacher Evaluations.

The support staff actively supervises students in the lunchroom and on the playground. They circulate in assigned areas to keep a watchful eye on the students. Support staff are assigned duty posts in order to monitor student entrance and dismissal. The school has written procedures for student entrance and dismissal and for school-wide transitions such as escorting students to the lunchroom, washroom, auditorium, on stairways and through out the halls. The assistant principals meet with the support staff to revise procedures if necessary. Data on the 2017 5Essentials Report indicates that 81% of the students report that they feel mostly safe and very safe in the bathrooms, and 92% of the students feel mostly safe and very safe in the hallways at school. 94% agree and strongly agree that they feel safe and comfortable with their teachers.

Students have voice and take informed action. They write learning goals, choose extracurricular classes that they wish to attend, and are given classroom interest surveys about their learning. The 6th through 8th grade students have voice in the MVMS Survey on a yearly basis. Their responses are taken into account for decision-making in the classroom and the school.

The school does not have a Student Voice Committee. The school does have the Student Ambassadors, who provide service to the school and school community. Students work together to donate to the needy, which impacts the school community.

The school is in the developing stage of implementing the WE Program. The activities in the WE program will promote problem-solving and action-planning skills, which will enable students to become young activists and change makers. The goals for the students are to 1) investigate how experiences elicit different perspectives, 2) identify the issues that inspire change and, 3) select an issue and create an action plan for it.

Adults and student members of the school treat each other respectfully. The adults in the school emphasize proactive, instructive and restorative approaches to a student's behavior by having procedures and routines in place, teaching procedures and routines, and seeking to understand and identify the reasons for the student's behavior.

The staff is aware of the criteria for classroom managed behavior and when to refer students to the office for behavioral issues. Minor offenses are handled in the classrooms. When students are disruptive to the themselves and others in the classroom, the teacher will teach, reinforce or intervene to correct the student's behavior. When major offenses occur and students show defiance, fight, skip classes and/or pose a danger or threat to themselves or others, the teacher refers the student to the office where the Dean of Students, counselor and/or administration responds to the misconduct, and uses instructive, corrective and restorative techniques. Parents are always contacted to inform them of the situation.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
    - Manage classroom routines and procedures to maximize instructional time.
    - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
    - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
    - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
    - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
    - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
    - Students initiate and lead some school improvement initiatives.
    - Students participate in democratic decision-making at the school level.
    - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

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**

The school has a common, consistent school-wide approach to student discipline. According to the 2017 School Progress Report, not one student received one or more out-of-school suspensions last year. In 2016, 2% students received one or more out-of-school suspensions.

The school has a team, which consists of the assistant principals, Dean of Students, counselor, and case manager, who meet to organize systems that support a restorative environment. The team analyzes situations when de-escalation techniques are used and focuses on minimizing in and out of school suspensions. The Dean of Students deals with truancy.

School rules are in the Teacher's Handbook, which is distributed yearly. Rules with consequences and/or shared agreements are posted in each classroom. Each classroom has the "Be a STAR" creed posted on the walls, which is read at the beginning of each school year and throughout the year.

Routines and procedures are reinforced throughout the school. When students enter the building, they are greeted by support staff who guide them towards the breakfast stations, auditorium and the classrooms.

Teachers are stationed outside of their classrooms to greet students as they enter. The teachers follow their schedules, which are posted in each classroom. Students are aware of their schedules, as well as washroom breaks, lunch/recess and preparation periods. Teachers and students are informed in advance when their daily routines will be altered due to assemblies or testing.

The school implements the "Shooting Stars Motivational" program, which rewards 2 students from each classroom, for positive student behavior and academic progress. Parents receive a special invitation to attend the "Shooting Stars" assembly, which is held each quarter.
Students receive positive recognition for acts of kindness. A public announcement is made and students receive a reward in the Caught Being Kind Program.
Acknowledgements for behavior are also given on a regular basis in classrooms. Teachers develop positive relationships with students, and reward students with incentives to provide positive reinforcement for good behavior.

The 2017 5Essentials Report indicates that 95%% of the staff feel responsible for helping students develop self-control. Students are taught to develop self-awareness and self-management skills to achieve school and life success.
Teachers are aware of the SEL standards and integrate concepts of discipline and respect for classmates through activities in the classrooms i. e. student groupings, explicit directions and class discussions, which are evident in lesson plans and classroom observations. The school purchases character development materials in order for teachers to explicitly teach social emotional skills to students.

Safe Climate Behavior data from Dashboard indicate that for the 2017-18 school year, the school implemented instructive, corrective and restorative practices for 65% of the consequences for misconducts, which is slightly down from the previous school year. There has been a slight increase in the following number of responses to infractions. Adult-led Mediation increased from 12 students in 2016- 2017 to 16 students in 2017-2018. 3 students received Restorative Conversations in 2016 - 2017, 8 students received them in 2017-18 or to date. 14 students were temporarily removed from class this school year, which is higher than the 8 students who were removed form class in the 2016-2017 school year. In 2016-2017 there were 5 referrals to the counseling, social work/behavior team; this year there has been 6 referrals to the team.

There were 4 incidents of bullying behaviors in the 2015-2016 school year. That number has decreased to 1 incident of bullying behavior in 2016-2017 and in 2017-18. Offensive language/behavior: harassment, Battery without injury and Theft rank as the number one behavioral issues among all groups of misconduct at Burbank School. 2017-18 Incident Location (YTD) data show that most infractions occur in cafeteria; the lowest amount of infractions occur in the classroom and gymnasium.

21.3% of the students were at risk and 6.1% were high risk for Chronic Absenteeism in 2016-2017. 2017-2018 Chronic Absenteeism (YTD) data indicates that the number of students at risk decreased to 18.3% and high risk decreased to 5.3%

2017 Dashboard Misconduct by Year data (YTD) indicates that 2.33% per 100 students are involved in misconducts. The number of incidents have increased from 2016 - 2017 to 2017 - 2018. Last year, at this time there were only 15 incidents of misconduct. This year, there are 21.

The Dean of Students supports attendance incentive programs that encourage students' positive social and behavioral development. The Dean of Students monitors attendance, makes home visits and conferences with parents to support students' positive social skills. In addition, the Dean of Students attends monthly attendance meetings at the Network, reports to the principal and together, they collaborate on strategies and interventions for students and motivational programs for parents who need support to increase student attendance and reduce truancy.

To support the staff in understanding the impact of trauma and using trauma-sensitive approaches, the school provided a professional development workshop entitled Circles as a Trauma Healing Practice.

Instruction never ceases due a behavior problem. A student is removed from the classroom by another staff member only if necessary, while the teacher is allowed to continue the lesson. Classroom coverage is provided for a teacher who is included in a restorative conversation. Trained staff responds to unwanted behavior. Students are taught to address behavioral problems and ways to improve them. Coping skills are taught to help students take ownership of their behavior and how to repair damage in order to communicate and maintain relationships with peers. Students are given choices for solutions that can be used to repair relationships.

The Check In/Check Out Program is used; however, on a limited basis.The counselor and social worker are responsible for leading the responses for behaviors. Brief counseling techniques, using solution focused approaches, are regularly used to address situations in which immediate restorative peace can be made between the parties involved. In cases that require a more intense approach, the counselor and/or social worker uses person-centered and cognitive therapy approaches.
Teachers engage in restorative conversations, and teach with materials that address topics that are a reality to the students. Students are given questionnaires to help them reflect on given situations and how to handle a similar situations in the future. When a student fails to respond to restorative techniques, the student is assigned ISS.

In 2017,10.2% or 8 students received in school suspensions (ISS) to date. The teachers give the students who receive ISS the classroom assignments to mitigate the loss of instruction. Space is provided for students who receive ISS, and the students are under the supervision of school staff at all times.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
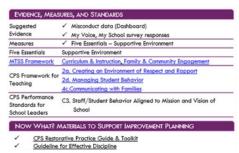
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1   2   3   **4**

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

The school maintains relationships with the parents and builds capacity for strong parental involvement.
Parents are invited and welcomed into the school. Parents are supported and warmly recognized by the school. The school is offered as a site for educational and social services. Parents have a designated room where they meet regularly to hold meetings and have workshops to increase their skills and knowledge.

Parent workshops at the school include, free GED classes, Bullying Prevention, Nutrition and Leadership Workshops by Erie House, Immigration Rights by Community United, CPR by Northwest Side Housing and Computer classes by the Frieda Kahlo Organization.

The school has an active LSC, BAC, PAC and Parent Mentor Program. Burbank School sponsors 5 parents in the Parent Mentor Program. The parent tutors assist overcrowded classrooms, tutor struggling English Language Learners, provide one-on-one tutoring in bilingual classrooms, and provide support services in one of the diverse learner classrooms. They also assist in cultural activities and assemblies, and provide support during breakfast, lunch and dismissal. Burbank School Parent Mentors receive training once a week.

The Literacy Coach provides formal training for parents and provides them with practical, research-based information from Colorin Colorado!, a bilingual site, on how to help English Learners read and succeed. Tips for parents in both Spanish and English, organized by grade level, are displayed on an interactive bulletin board, which offers them ways that they can help their children succeed in language and literacy.

School events are advertised on the school marquee and the school website. The school invites parents to attend all events. Parents attend the Shooting Stars quarterly assemblies and all school-wide assemblies, accompany classrooms on field trips, and

support and attend chess tournaments and sports competitions. 100% of the Merit School of Music violinists' parents attend their annual Meritfest concert at Symphony Hall.

Parents are welcomed into the classrooms. Kdg. and 1st grade classrooms have parent volunteers in them. Parent volunteers help distribute instructional materials to the classrooms each year.

Parents held a 2-month rummage sale which was supported by teachers and parents. They donated $475, which was collected from the sale, to the Diverse Learner Program in order to help offset the cost for student participation in the Special Olympics and other activities.

Teachers and parents serve together on the school improvement planning teams and they collaboratively organize The Day of the Child Assembly, Cinco de Mayo activities and potluck lunches. According to the 2017 5Essentials Report, Involved Families is Very Strong. Burbank received an aggregate score of 82. The entire staff builds strong external relationships, and see parents as partners in helping students learn, and value parent input. They support efforts by the parents to strengthen its students' resources.

The school hires bilingual support staff, who provide translations, which enable parents to understand and respond. All meetings are translated, and information is sent home to parents in English and Spanish.

In Spring 2017, 94.34% of the parents participated Q2 Report Card Pick. In Fall, 2017, 89.95% of the parents participated in the Q1 Report Card Pick-up. This is 4.39% lower than Spring 2017; however, the principal filled out an attestation stating the reason why it was lower.

The 2017 5Essentials Report indicates that 93% of the teachers agree and strongly agree that the teachers and parents think of each other as partners in education children.

The staff engages in communication with parents during Parent Orientation at the beginning of each school year. The teachers share an agenda, which includes information about the curriculum, grading system, parent portal, the Common Core State Standards, student expectations, student work and student activities at Open House.

2017 Parent Portal Metrics indicate that only 11.58% of the parents use the Parent Portal to check student grades. The school does promote the use of the Parent Portal, but many of our parents do not have computers at home.

Parents are invited to collaborate with teachers to develop an educational plan for their child.

Arranged parent-teacher conferences, report card pick-up days, IEP meetings, phone conversations, emails, text messages and written correspondence provide opportunities for parents and teachers to communicate regarding the child's progress.

The school proactively communicate with our parents on the Burbank School website, and by sending home the parent newsletter, Que Pasa, home each month. The principal sends home the school calendar, which lists events and dates they will occur for the school year. The counselor sends home testing tips for parents, and teachers send home invitations for field trips and assemblies.

Teachers send home homework activities and projects that include family involvement. The primary teachers send home Home-Connect letters from Amplify with information and strategies to help their child succeed in literacy and math. 3rd through 8th grade math teachers send home letters and student passwords for the Learning A - Z, IXL website and the Go Math! portal to inform parents of the online resources that can help boost student learning and encourage the use of online resources at home. As noted in the 5Essentials, 85% of the teachers feel that parents support teachers teaching efforts.

Parents are free to voice their concerns and provide input at parent meetings and LSC, PAC and BAC meetings. Parents visit and call the administration with concerns, and are given an answer in a timely manner.The principal sends home a parent letter/survey to invite them to the meetings, and to get their opinions to increase parental involvement.

The school follows the Districts' requirements for mailing letters home for absent and truant students. The Dean of Students makes home visits for students who have excessive tardiness and absences.
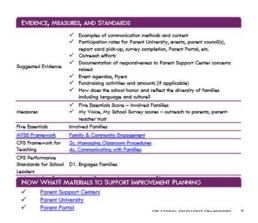
The counselor, social worker and Dean of Students compiled a list of free neighborhood agencies that they refer families to for outreach services. Families are referred for specialized services by the counselor, nurse, case manager and social worker on an as-needed basis.

Guide for Parent and Family Partnership
- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.

- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - **Provide proactive communication (e.g. parent handbook and resources).**
  - **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 **2** 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**

4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
The National School Growth Percentile is at 94%. If we align our assessments, provide MTSS, and continue to provide comprehensive literacy instruction, we will ensure that there will be an increase in the number of students who show proficiency on the National School Growth Percentile in Reading.	81.00	94.00	86.00	96.00	98.00
National School Growth Percentile - Math					
We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating instructional practices into daily instruction we will ensure that there will an increase in the number of students who show proficiency on the National School Growth Percentile in Math.	66.00	47.00	70.00	52.00	57.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We scored a "2" in interventions and a "3" on Instruction. By providing teachers with professional development on MTSS, aligning our interim literacy assessments and incorporating instructional practices from MTSS, then the percent of students meeting/exceeding National Average Growth Norms will increase.	62.00	58.80	68.00	63.00	67.00
African-American Growth Percentile - Reading					
The African-American Growth Percentile in Reading is at 90%. If we align our assessments, provide MTSS, and continue to provide comprehensive literacy instruction, we will ensure that our African-American learners needs will be met and that they continue to show growth in reading.	52.00	90.00	60.00	92.00	94.00
Hispanic Growth Percentile - Reading					
The Hispanic Growth Percentile in Reading is 94%. If we align our assessments, provide MTSS, and continue to provide comprehensive literacy instruction, we will ensure that our Hispanic learners needs will be met and that they continue to show growth in reading.	82.00	94.00	84.00	96.00	98.00
English Learner Growth Percentile - Reading					

The English Learner Growth Percentile in Reading is 99%. If we continue to provide a comprehensive literacy program, that is aligned to the CCSS, and incorporate various instructional practices into daily instruction we will ensure that our English Learners maintain their growth in Reading.	89.00	99.00	90.00	100.00	100.00

Diverse Learner Growth Percentile - Reading

Diverse learner growth in reading is less than 10%. By providing teachers with professional development on MTSS and strategies for teaching diverse learners, and incorporating various instructional practices into daily instruction we will ensure that our diverse learners are receiving instruction that is highly effective and produce outcomes that will show growth in reading according to the standards.	*(Blank)*	*(Blank)*	10.00	12.00	14.00

African-American Growth Percentile - Math

We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating instructional practices into daily instruction we will ensure that our African-American learners needs will be met and they will show growth in math.	12.00	60.00	55.00	64.00	68.00

Hispanic Growth Percentile - Math

We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating instructional practices into daily instruction we will ensure that our Hispanic learners needs will be met and they will show growth in math.	70.00	45.00	74.00	50.00	55.00

English Learner Growth Percentile - Math

We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating instructional practices into daily instruction we will ensure that our English Learners needs will be met and they will show growth in math.	81.00	66.00	68.00	69.00	72.00

Diverse Learner Growth Percentile - Math

We scored a "2" in interventions on the SEF. By providing teachers with professional development on MTSS and incorporating instructional practices into daily instruction we will ensure that our Diverse Learners needs will be met and they will show growth in math.	*(Blank)*	*(Blank)*	83.00	85.00	87.00

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

We scored a "3" on Balanced Assessments. We need to align our scope and sequence and incorporate interim assessments in literacy. By aligning our scope and sequence, including interim assessments to the CCSS-L we can ensure that our 3rd through 8th grade students receive rigorous and comprehensive instruction and make gains in literacy.	59.00	72.00	52.00	76.00	80.00

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

Student attainment is 51%. By providing teachers with professional development in math and incorporating strategies into daily instruction to develop and support students' identities as doers of math we will ensure that our 3rd through 8th grade students will make gains in math.	51.00	51.00	63.00	55.00	60.00

National School Attainment Percentile - Reading (Grade 2)

We scored a "3 on Curriculum and Balanced Assessments. We need to align our scope and sequence and incorporate interim assessments in literacy. By aligning our scope and sequence, including interim assessments to the CCSS-L we can ensure that our 2nd grade students receive rigorous and comprehensive instruction and make gains in literacy.	29.00	58.00	48.00	62.00	65.00

National School Attainment Percentile - Math (Grade 2)

2nd grade student attainment is 50%. By providing teachers with professional development in math and incorporating strategies into daily instruction to develop and support students' identities as doers of math we will ensure that our 3rd through 8th grade students will make gains in math.	40.00	50.00	45.00	55.00	59.00

% of Students Making Sufficient Annual Progress on ACCESS

If we develop a culturally and linguistically responsive approach to MTSS for English Language Learners and incorporate various instructional practices we will ensure that the number of EL's making sufficient annual progress on the ACCESS will increase.	44.40	*(Blank)*	52.00	56.00	60.00

Average Daily Attendance Rate

Burbank School is committed to providing an education of the highest quality for all students and recognizes that this can only be achieved by supporting and promoting excellent school attendance. Attendance is vital for our students and promotes learning, positive attitudes and maintains continuity in their education.	96.30	96.30	96.00	96.60	97.00

My Voice, My School 5 Essentials Survey

2016-2017 My Voice, My School Essentials data indicates that the school's Climate and Culture is Well-Organized. Fostering the culture and climate is positive and productive for students and will ensure a supportive context for learning.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we engage teachers in professional learning with a focus on (Cognitive Demand and Equitable Access to Content) TRU Dimensions, including strategies to plan, deliver and reflect on instruction, then teachers will have the resources and tools for understanding and providing powerful classroom instruction across the disciplines to produce students who are powerful thinkers and learners, and increase their levels of proficiency.	Student work reflecting higher order skills as reflected in the observation Turn & Talk/Math Talks Students engaged in POM's, FAL's and MARS Tasks Explanations of problem-solving Student-based inquiry Science projects Independent Reading Reflective Journals/ Learning logs Academic vocabulary Student writing Students articulating their learning	As a result, there will be an 4% increase on the National School Attainment Percentile in reading from 72% to 76%, and a 5% increase from 51% to 56% in math for students in grades 3 - 8. There will be an 4% increase on the National School Attainment Percentile in reading from 58 to 62%, and a 5% growth from 50% to 55% in math for students in grades 2.

Tags:
Instruction, Tru dimensions

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Content Area Teacher Leaders will attend CPS Summits to participate in content-specific learning aligned to the (TRU) Dimensions and develop action plans and goals specific to the school in Cognitive Demand and Equitable Access to Content.	Principal Content Teacher Leaders	Sep 3, 2018 to May 27, 2019	On-Track

Professional Learning, Tru dimensions

In weekly grade level meetings, use CPS summit resources to build capacity for teacher agency, authority and identity, while layering new learning around cognitive demand and equitable access to content.	Literacy Coach Teacher Leaders	Sep 10, 2018 to May 27, 2019	On-Track

Teacher planning, Team collaboration, Professional support & training

Form content-area planning teams to collaboratively plan school-wide instructional strategies, aligned to cognitive demand and rigor, to increase and support student opportunities to see themselves as thinkers and learners.	Assistant Principal Content Area Core Subject Planning Committee Members	Sep 4, 2018 to Jun 3, 2019	On-Track

Teacher Teams/Collaboration, Cognitive demand

Teachers implement a cycle of inquiry, in which they have safe practice and implement the strategy, collect student work and debrief implementation and look at student work in teams. Planning based on student work.	Literacy and Math Coaches	Oct 22, 2018 to May 30, 2019	On-Track

Cycle of inquiry

Observations and feedback using the High Quality Observational Tools.	Principal Assistant Principals Literacy Coach	Oct 22, 2018 to May 30, 2019	On-Track

Observation/feedback coaching

Align the curriculum vertically in reading and math to provide clarity, consistency and equity to instruction and student learning.	Principal Assistant Principal	Jan 31, 2019 to Jun 19, 2020	Not started

#horizontalalignment

Integrate and embed peer observations, through feedback and reflection, into professional learning to build collective efficacy among teachers and to improve their practices in ways to better promote student learning.	Literacy Coach	Nov 19, 2018 to Jun 12, 2020	On-Track

Peer observation and feedback

Grade level teams will identify question stems that will be explicitly taught and reinforced to stimulate thinking, reflections and connections during student discourse.	Literacy Coach	Nov 12, 2018 to Dec 21, 2018	Not started

Student discourse, Question and discussion techniques

Strategy 2

If we do...	...then we see...	...which leads to...
If we implement all components of the MTSS structure, including the problem-solving and the progress monitoring processes, then teachers will have a shared understanding and a consistent set of criteria to guide instruction, monitor student progress and evaluate the effectiveness of interventions to meet the needs of the students and ensure areas of growth.	A common language Accommodations and modifications for diverse learners Target instruction based on data Small group instruction Anchor charts in classrooms Differentiated instructional materials	As a result, there will be an 5% increase in Diverse Learner growth percentile in reading. There will be a 1% increase in English Learner growth percentile indicator to 100% in reading. There will be a 2% increase in Hispanic growth percentile indicator to 96% in reading.There will be a 2% increase in African American growth percentile indicator to 92% in reading. There will be a 10% increase in Diverse Learner growth percentile in math. There will be a 3% increase in English Learner growth percentile indicator to 69% in math. There will be a 5% increase in Hispanic growth percentile indicator to 55% in math. There will be a 4%

increase in African-American growth percentile indicator to 64% in math,

Tags:
Multi-tiered support systems, Academic interventions

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
School-based MTSS team establish a progress monitoring system to support all intervention providers.	Assistant Principal MTSS Team	Sep 17, 2018 to Oct 29, 2018	On-Track

Progress monitoring, Intevention support

Professional development on the MTSS problem-solving and progress monitoring processes.	Assistant Principal Literacy Coach	Oct 1, 2018 to Oct 29, 2018	On-Track

Professional Learning

Teach backs from Saturdays with OLCE including presentations on MTSS for EL's, and WIDA - A resource for developing a culturally and linguistically responsive approach to MTSS for English Language Learners (MTSS Tiered Support Resources Database English Learners)	ELPT	Oct 1, 2018 to Dec 17, 2018	Not started

Els, Mtss interventions

Collaboration at grade level meetings utilizing the MTSS Tiered Support Resources Database to develop a shared understanding of the method, frequency and how to measure progress of interventions.	School Counselor	Oct 8, 2018 to May 27, 2019	On-Track

Collaboration, Mtss interventions

Create a Menu of Interventions and the Tiering Criteria for the MTSS tiers.	Assistant Principal Counselor	Sep 24, 2018 to Oct 4, 2018	Completed

Mtss criteria, Mtss interventions

Strategy 3

If we do...	...then we see...	...which leads to...
If teachers are knowledgeable about the interim assessments and measures of a balanced assessment approach, and they participate in the development of performance-based and selected-response assessment tasks that are reflective of student learning, then they will effectively measure the depth and breadth of student learning.	Common unit assessments in literacy Pre and post assessments in literacy Gradebook uniformity Performance tasks reflective of the depths of learning	As a result, there will be an 4% increase on the National School Attainment Percentile in reading from 72% to 76%, and a 4% increase from 51% to 55% in math for students in grades 3 - 8. There will be an 4% increase on the National School Attainment Percentile in reading from 58% to 63%, and a 5% growth from 50% to 55% in math for students in grades 2. The number of students making Sufficient Annual Progress on the Access will increase by

Tags:
Math, Literacy, Balanced assessment

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Teachers will participate in the study of selected modules to better understand performance based literacy assessments in use by K-2, 3-5 and 6-8 grade bands	Literacy Coach	Sep 24, 2018 to Jan 14, 2019	Not started

Professional Learning

Grade Level leads and classroom teachers will collaboratively create a schedule for interim literacy and math assessments to be included in the curriculum, during teacher team meetings	Literacy Coach Grade Level Leads	Oct 1, 2018 to Nov 19, 2018	On-Track

Teacher Teams/Collaboration

Weekly grade level meetings will provide a structured time for planning common unit assessments that include performance tasks and selected response	Literacy Coach	Sep 17, 2018 to Apr 8, 2019	On-Track

Assessment design, Common planning time

Grade level teams will follow the CPS collaborative assessment protocol for consensus in scoring; Grade level teams and ILT will analyze and monitor classroom literacy and math data.	ILT Literacy Coach Grade Level Teams	Sep 24, 2018 to Jun 3, 2019	On-Track

Monitor, Analyze data

Action Plan

Strategy 1

ON-TRACK
Content Area Teacher Leaders will attend CPS Summits to participate in content-specific learning aligned to the (TRU) Dimensions and develop action plans and goals specific to the school in Cognitive Demand and Equitable Access to Content."

Sep 03, 2018 to May 27, 2019 - Principal Content Teacher Leaders

Status history

Sep 6

ON-TRACK | Sep 06, 2018
Evidence
Action plans School goals

ON-TRACK
In weekly grade level meetings, use CPS summit resources to build capacity for teacher agency, authority and identity, while layering new learning around cognitive demand and equitable access to content."

Sep 10, 2018 to May 27, 2019 - Literacy Coach Teacher Leaders

Status history

Sep 6

ON-TRACK | Sep 06, 2018
Evidence
Grade level agendas Lesson plans Gradebook

ON-TRACK
Form content-area planning teams to collaboratively plan school-wide instructional strategies, aligned to cognitive demand and rigor, to increase and support student opportunities to see themselves as thinkers and learners."

Sep 04, 2018 to Jun 03, 2019 - Assistant Principal Content Area Core Subject Planning Committee Members

Status history

Sep 6

ON-TRACK   Sep 06, 2018

Evidence

Meeting minutes Student work, including POM's 3 Reads in Math Observed student discourse using DOK stems

ON-TRACK

Teachers implement a cycle of inquiry, in which they have safe practice and implement the strategy, collect student work and debrief implementation and look at student work in teams. Planning based on student work."

Oct 22, 2018 to May 30, 2019 - Literacy and Math Coaches

Status history

Sep 6

ON-TRACK   Sep 06, 2018

Evidence

Meeting agenda Protocol for analysis of student work

ON-TRACK   Observations and feedback using the High Quality Observational Tools."

Oct 22, 2018 to May 30, 2019 - Principal Assistant Principals Literacy Coach

Status history

Sep 6

ON-TRACK   Sep 06, 2018

Evidence

Align the curriculum vertically in reading and math to provide clarity, consistency and equity to instruction and student learning."

Jan 31, 2019 to Jun 19, 2020 - Principal Assistant Principal

Status history

ON-TRACK

Integrate and embed peer observations, through feedback and reflection, into professional learning to build collective efficacy among teachers and to improve their practices in ways to better promote student learning."

Nov 19, 2018 to Jun 12, 2020 - Literacy Coach

Status history

Nov 20

ON-TRACK   Nov 20, 2018

Evidence

Grade level team agendas

Peer observation protocol template

Peer collaboration tool

Grade level teams will identify question stems that will be explicitly taught and reinforced to stimulate thinking, reflections and connections during student discourse."

Nov 12, 2018 to Dec 21, 2018 - Literacy Coach

Status history

Strategy 2

ON-TRACK   School-based MTSS team establish a progress monitoring system to support all intervention providers."

Sep 17, 2018 to Oct 29, 2018 - Assistant Principal MTSS Team

Status history

Sep 6

ON-TRACK   Sep 06, 2018
Evidence
Written procedures, processes and protocols for facilitation Menu of interventions

ON-TRACK   Professional development on the MTSS problem-solving and progress monitoring processes."

Oct 01, 2018 to Oct 29, 2018 - Assistant Principal Literacy Coach

Status history

Sep 6

ON-TRACK   Sep 06, 2018
Evidence
Professional development agendas Teacher sign-in sheets

NOT STARTED

Teach backs from Saturdays with OLCE including presentations on MTSS for EL's, and WIDA - A resource for developing a culturally and linguistically responsive approach to MTSS for English Language Learners (MTSS Tiered Support Resources Database English Learners)"

Oct 01, 2018 to Dec 17, 2018 - ELPT

Status history

Sep 6

NOT STARTED   Sep 06, 2018
Evidence
Agendas Sign-in sheets List MTSS resources for EL's

ON-TRACK

Collaboration at grade level meetings utilizing the MTSS Tiered Support Resources Database to develop a shared understanding of the method, frequency and how to measure progress of interventions."

Oct 08, 2018 to May 27, 2019 - School Counselor

Status history

Sep 6

ON-TRACK   Sep 06, 2018
Evidence
Sign-in sheets Teacher team agendas Professional Development plan List of MTSS Resources

COMPLETED   Create a Menu of Interventions and the Tiering Criteria for the MTSS tiers."

Sep 24, 2018 to Oct 04, 2018 - Assistant Principal Counselor

Status history

Strategy 3

NOT STARTED

Teachers will participate in the study of selected modules to better understand performance based literacy assessments in use by K-2, 3-5 and 6-8 grade bands"

Sep 24, 2018 to Jan 14, 2019 - Literacy Coach

Status history

Sep 6

NOT STARTED | Sep 06, 2018
Evidence
Agendas Sign in sheets

ON-TRACK

Grade Level leads and classroom teachers will collaboratively create a schedule for interim literacy and math assessments to be included in the curriculum, during teacher team meetings"

Oct 01, 2018 to Nov 19, 2018 - Literacy Coach Grade Level Leads

Status history

Sep 6

ON-TRACK | Sep 06, 2018
Evidence
Schedule of assessments Teacher Team Meeting agendas

ON-TRACK

Weekly grade level meetings will provide a structured time for planning common unit assessments that include performance tasks and selected response"

Sep 17, 2018 to Apr 08, 2019 - Literacy Coach

Status history

Sep 6

ON-TRACK | Sep 06, 2018
Evidence
Teacher Team Meeting agendas

ON-TRACK

Grade level teams will follow the CPS collaborative assessment protocol for consensus in scoring; Grade level teams and ILT will analyze and monitor classroom literacy and math data."

Sep 24, 2018 to Jun 03, 2019 - ILT Literacy Coach Grade Level Teams

Status history

Sep 6

ON-TRACK | Sep 06, 2018
Evidence
ILT agendas Teacher Team Meeting agendas Protocols

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.

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

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

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> Send notification to parents that the school will convene an annual meeting, in which the requirements and rights of the parents to be involved are explained. Offer a schedule of flexible meetings, to maximize opportunities for parents to participate. Involve parents, including our established parent groups, the LSC, BAC and PAC, in an organized, ongoing and timely way to plan, review and improve the parental involvement policy/plan and school improvement plan. Provide parents with: information concerning the school's performance profile, a description and explanation of the curriculum, assessments used, proficiency levels that must be met by their children, and the School-Parent Compact. Throughout the year, parents suggestions and comments will be encouraged and responded to in a timely manner through home/school communication. In the spring parents will have an opportunity to provide input through the Parent Climate Survey. Information and reports are in English and Spanish to ensure that parents understand and are able to respond.

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

> During the month of September, at times mutually convenient to parents and community, the school will invite parents and community, including the LSC, PAC and BAC, to annual meetings where information will be presented and discussed concerning the school's participation in Title 1. Printed reports will be prepared for hand-outs. Letters will be sent home in English and Spanish, and the information will be posted in English and Spanish, with phone numbers in order for parents to call to give input and/or ask questions. The Title I Annual Meeting will be held at 8:00 a.m., and the Title I PAC Organizational Meeting will be held at 9:00 a.m.on September 27, 2018.

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

A parent newsletter will be sent home in Spanish and English highlighting the Title I program, including an explanation of the curriculum, the academic assessment tools used to measure student progress, and proficiency levels students are expected to meet. Teacher-parent meetings will also be conducted to convey the information. This information and data will also be presented regularly at PAC, BAC and LSC meetings.

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

There will be two report card pickup dates scheduled. Individual assessment results are distributed to parents during these conference days in order for them to provide parents with a report of their child's performance on the State assessment in at least math, language arts and reading.

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.

The Chicago Public School's Certification Compliance Team (CCT) conducts its annual review of teacher/paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. Notifications are prepared for distribution to parents.

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

The school has an annual meeting to inservice parents on the state's content standards, state and local assessments, and the state's student academic achievement standards. School newsletters highlighting information will also be sent home to parents. Quarterly progress reports and report cards are distributed with accompanying explanations. Students' state assessment (NWEA and/or PARCC) results with explanations are distributed during Report Card pick-up conferences, or sent home as soon as they are available. Local assessments and progress monitoring take place throughout the year, and teachers inform parents of their child's progress. Additionally, parents of every student are encouraged to attend conferences with their child's teachers at which curriculum, assessment, and student progress is discussed.

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

Training to help parents work with their children is provided through a variety of means. There are parent workshops on topics such as child development, parent-teacher conferences, phone conferences and district level parent trainings. Workshops are designed to help parents become full partners in the education of their children.

The school is offered as a site and provides/sponsors training in ESL, technology and literacy. The Literacy Coach sends home literacy information and sponsors book give-aways for parents. The school has a Book Fair in which parents can purchase books. Report Card Pick-up days are two additional opportunities that the literacy coach schedules for families to learn how to improve their child's literacy. Teachers provide information and strategies to use at home with students, and include parents in projects in which parents have the opportunity to aid in improving their child's reading.

Information will be presented regularly at LSC, BAC and PAC meetings, and, newsletters/notifications will be sent home to inform parents about resources, materials and training. All meetings, newsletters and parent notifications will be translated to ensure that parents understand and are able to respond.

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

The staff will participate in staff development and teacher training sessions to learn the value and utility of contributions of parents. Staff will be provided opportunities to work on committees with parents as equal partners, such as planning school-wide events for students, and to develop plans for engaging parental involvement for the development and completion of projects to help them learn to coordinate parent programs and build ties with the parents.

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

Pre-K parents are very important in the ongoing program. Pre-Kindergarten programs will be integrated with parents to involve them in ongoing activities. Pre-K parents will volunteer and help in the classroom, on field trips, in nutrition, arts and crafts, school-wide activities, etc.

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

All correspondence is sent home in Spanish and English. Phone calls and teacher-parent conferences are translated to ensure that parents understand and are able to respond.

Policy Implementation Activities

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

☑

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

☑

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

☑

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

> N/A

School-Parent Compact   Complete

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

> Burbank School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows: Providing qualified teachers, instructional materials and a high quality curriculum that reflect the Common Core State Standards to provide rigorous content and application of knowledge through higher order thinking skills

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

> Parent-teacher conferences are held twice annually (November 14, 2018 and April 10, 2019) during which this compact will be discussed as it relates to the individual child's achievement.

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 will be sent home to parents four times a year, or each quarter, on the following days: October 5, 2018, December 14, 2018, March 8, 2019 and May 17, 2019.

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

> Parents have reasonable access to staff for consultations in September, November and April, which are parent orientation and parent-teacher conference days, and by appointment, e-mail or phone calls during a teacher's planning period.

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

> Burbank School has a Parent Mentor and Guest Reader Programs, in which parents are welcome to participate and assist in classrooms. Teachers invite parents to observe, help monitor students and assist with other activities, such as tutoring, working on science fair projects, preparing for assemblies, sharing family and cultural celebrations, and attending field trips.

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

> Parents will assist learning by monitoring their children's attendance, making sure that homework is completed, conferencing with their children's teacher(s), encouraging good study habits and monitoring out-of-school activities and the amount of television their children watch.

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 members of established committees in the school, such as the LSC, BAC and PAC. The committees meet monthly. Meetings are structured to allow parents to have opportunities for input, and decision-making regarding the education of their children.

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

> Students will share the responsibility for improving their academic achievement by doing their homework every day and asking for help when they need it, reading at least 30 minutes per day outside of school, showing a positive attitude about learning, and giving their parents or the adults who are responsible for their welfare all correspondence that that sent home from the school.

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

> PAC workshop/conferences includes an educational parent involvement focus. Conferences will include the ESEA StatewideConference. Equipment and supplies will be purchased for use by parents in order to participate in parent involvement activities.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 4466 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 600 .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)	$ 450 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205 **Travel**	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 328 .00
54565 **Reimbursements**	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510 **Postage**	Must be used for parent and family engagement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main	$ Amount .00

office or where staff and students have access too. To by used only by parents.