

John C Burroughs Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Donald Morris	Principal	drmorris@cps.edu	Has access
Michele Sanborn	Assistant Principal	msanborn@cps.edu	Has access
Jennifer Radosevich	Middle School Teacher		No Access
Maribel Herrera	Bilingual Intermediate Teacher		No Access
Patricia Keating	Bilingual Primary Teacher		No Access
Melanie Perez	ELPT		No Access
Susan Colclasure	Counselor/Case Manager		No Access
Lizbeth Gonzalez	Resource and Parent Coordinator, Parent		No Access
Kathleen Lewandowski	Middle School Teacher, LSC		No Access
Aracely Gutierrez	Middle School Teacher, LSC		No Access

Team Meetings

Date	Participants	Topic
01/14/2020	Morris & Sanborn	Set tentative schedule for CIWP process
01/21/2020	Staff and students complete SEF	Complete SEF survey
01/27/2020	CIWP team	Discuss SEF survey results
01/31/2020	Full staff	SEF survey results and examples
02/05/2020	CIWP team	Identify problem (metrics)
02/10/2020	CIWP team	Root Cause Analysis
02/18/2020	Grade-level teams	Root Cause Analysis

Date	Participants	Topic
02/20/2020	Full staff	Root Cause Analysis

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make ?safe practice? an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Teachers meet and collaborate on the development of unit writing while sharing their successful strategies. In turn, others may try these strategies as well. Challenge - Encountering different concerns that they have not encountered; different needs with bilingual/monolingual Mentor and assist each other as needed. Administration encourages teacher sharing and supports all new and revolving best practices. Teachers meet weekly, regularly, formally and informally, during scheduled times, working lunches and other as necessary. Content teacher teams continuously display the professional respect needed during the curriculum decision-making. Members exchange positive reinforcement, building up the quality of the intended goal. REACH skills are embedded in our curriculum/cross curricularly At times, there is tension during meetings that sometimes hinders open communication/some thoughts are not fully expressed due to this circumstance. Staff uses other channels/other staff members to solve certain issues that administration could resolve Staff is trusted to complete responsibilities in a timely matter, and positive reinforcement is given

Supportive to new teachers Reminders are shared Revisit school vision and post it - like a slogan or at entrance Administration, teachers, other staff, truly share responsibilities and a strong sense of accountability. This is displayed equally throughout the building. Burroughs administration, teachers and other staff display a strong presence at all times and at all places. From the beginning of the school day, principal greets everyone as they walk in, in the hallways teachers positively greet students and parents by their family names, despite time restraints, it is evident all feel acknowledged and their needs tended. Entire school, staff, community (parents and students) needs a shared vision to be successful Administration helps the staff create a rigorous curriculum to challenge students and maintain a high level of achievement. Burroughs administration activity invites all stakeholders to openly voice their suggestions and concerns to meet the overall goals of the school. Burroughs administration regularly invites all staff to openly disaggregate student's academic performance data in order to statistical measure areas of strength and weaknesses.

- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** 8a. Students work and NWEA scores help us reflect and adjust our unit plans , lesson plans and groupings. It helps us identify our students strengths and weaknesses. 8b. Teachers uses IXL as a means to gather data on students' reading and math skills. 9b. Grade level meetings every Tuesday. Teachers also schedule time during prep or lunch to do vertical planning/ collaborate. 10b. There are many teachers who display student work. Art teacher worked with student created mural. Poetry Wall. 10a. Outside needs more upkeep with garbage. An idea is to set up a schedule to have different classrooms volunteer to pick up simple trash on school grounds. 10a. compost needs to be updated due to heat and wear and tear. 10c. School vision and mission are evident in newsletter, teacher continual communication w/ students and parents via diverse formats. 12g. Students work is continually monitored and analyzed by teachers to adjust implementation of curricula goals. 13. a (Out of our control) Teacher do provide input on needed resources. Teachers seek alternative sources to fund classroom based projects. (Donor Choose, grants, etc.) 14a. Reading and writing block in middle school is two hours to maximize ELA instruction. 15c. More middle school teachers who are endorsed in bilingual education or ESL. We currently have one teacher. 15.F. Grade level partners provide support for newly hired colleagues. !5.h Yearly evaluations are

conducted as well as optional self evaluations which are completed online allowing us to assess areas where we can improve.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** 1a.- Calm Classroom during morning announcements . school social worker and counselor provide support. 1b. Identify and incorporate texts that lends itself to the teaching of positive traits and themes/morals. 1c. Through our weekly advisory lessons, students are allowed to discuss social issues that they are dealing with and come up with solutions to tackle them. 1c. SEL teacher creates unit that promote empathy, positive self esteem and having a growth mindset. Teacher uses videos and books to promote these positive traits. 1c. Lessons are modeled after the Second Step Curriculum and Success Bound. 2a. We provide the Wilson Reading System to improve students decoding and encoding 2b. curriculum is differentiated based on students modifications, accommodations and supports are provided for each Tier group. 2c. Some classrooms lack the resources to provide students with native language books. Partially due to funding. 2d.Newsela and outside resources 2e. as a team, the teachers identify what standards need to be taught to each tier. the special education students works on one to two standards . 2g. Bilingual teachers find native language resources. to support student learning. Monolingual teachers work with bilingual teacher to ensure that all students are receiving similar grade level content but in their native language. 2g Share lesson plans and units to expose all students to diverse genres and strategies to build critical reading skills. 2i- zearn,ixl, raz-kids, epic, newsela are offered for students 3a. Project based afterschool programs are offered to students. Classroom curriculum project based projects and experiments are implemented in science or social studies if applicable. 4a. In middle school students are introduced to essential understanding at the beginning of each unit. Those essential questions are addressed throughout the unit. File and share texts and recommended activities with grade level and departmental team across a vast range of genres and activities. 6a Establish horizontal and vertical time to planning vertically. (idea) Have a set scope and sequence so teachers can build upon students' skills. Novel units in drive 6b. Meet with grade level teachers and co-teachers (if applicable) to discuss and analyze students' performance on Midpoint-check, chapter tests, and other assessments to adjust/modify pace of curriculum. Collaborate and share planning time to implement units and lessons on a weekly basis with grade level partners. Create a system that allows more communication between departments regarding topics/themes covered and additionally more communication regarding initiatives such as recycling.

- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** -Grouping of students based on formal and informal assessments -RTI instruction -Algebra for 8th grade offering -BPNC after school classes, many project based to enrich learning -Native Language with Ms. Perez (inclusion) - Modifications and accommodations for diverse learners EL students from Pre-K to 4th for ESL and language support -Parent mentors to assist with remediation and groupings -Learning buddies in the primary grades -Restructuring classroom time to allow less whole group instruction and more small group instruction -Assigning individual tasks using technological support (IXL, Kahn Academy, RAZ kids) - Increased use of technology due to 1:1 chromebook -Peer collaboration on lessons and assessments -Monitor and revise MTSS -Units include accommodations and modifications for all learners -Weekly advisory in middle school -Units are aligned to common core standards -Conferencing on NWEA goals and Writing Workshop -Weekly SEL support (school-wide) *Need more student choice when it comes to planning/instruction -Middle School Choice Board for novel assessment -Science Fair -Bemmys -IEP -Common Core Curriculum -Lessons offer opportunity for rigor -Vertical planning -Complexity in text selection -Encouraging college and career readiness (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement) *Higher level learners need more support to continue to grow -Math Talks -Project Based Learning -Writer's Workshop -Peer Discussions -Weekly grade level and vertical planning meetings -Consistently revising unit plans -Attendance Committee -Calm Classroom -Morning Meetings for primary grades -Celebrating student achievements as well as conduct -Use of Class Dojo -Behavior Incentives - Avoiding power struggle by pulling students aside to discuss solutions to their behavior choices -Math Talks -Peer Editing (Writer's Workshop) -Best teaching practices -Word Walls -Academic vocabulary -Discussion of essential questions - Turn and Talk -Pulling names to ensure that every student is given the opportunity to participate. -Allow students to revise work -Adjust AR goals -Conference on NWEA goals -Writing Conferences -Giving work back in a timely matter and updating Aspen weekly
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 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

- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 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
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** District-wide Access test is administered to all applicable students. Formative and summative vocabulary assessments are utilized per unit. During grade level, each grade level band discusses results of formative assessments to identify areas of need. Currently we do not use universally designed assessments for formative and summative assessments, however we provide accommodations and access to test for students based on their individual needs. During grade level meetings data is reviewed to identify students that need mtss, and interventions they might need. Primary grades uses Dibels and TRC at the BOY, MOY, and EOY to monitor student fluency and comprehension in reading. mClass Math is used to monitor math fluency at the BOY, MOY, and EOY. Teachers work with their grade level partners to work on unit plans and make adjustments to plans based on student needs. Shared drive with lesson plans and units to communicate the curriculum being taught with related service providers including special education teachers We have a grading system in place used schoolwide that separates academic achievement from work habits, character traits and behaviors so that related service personnel can identify the difference between learning needs and behavioral needs. Students who do not demonstrate academic achievement are given a score of 59%. If the student did not complete the assignment they are given a missing which indicates a work habit or behavior that is impacting their academic achievement.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** 1.No formal notification for parents and families. 2.School grade level teams reflect during grade level meetings and MTSS team meetings. 3.We need to improve on a list of MTSS interventions especially between Tier 2 and Tier 3 and across subjects. 4.Culturally rich novels and books are embedded into our curriculum. 5.Teachers meet with small groups on a daily basis. We also do one on one instruction with the help of our classroom aides. 6a.We have 2 full-time social workers who help with students' emotional needs. 6b.We need to improve on our research based interventions. Teachers communicate to the parents about their child's progress at report card day or on a need by need basis. 7.a.Ideas: MTSS workshop for all parents at the beginning of the year. Improving communication with parents (resource sheet, MTSS newsletter updates) 8. Need to improve with families. 9.Partnership with our community organization, BPNC for after school activities and full time social worker 10.Administration allow us time to work in our grade level teams with the MTSS team once every 5 weeks. IXL subscription was purchased to aid in differentiated instruction. RTI was created a prep. 11.Time allotted for meetings. 12.We need to work on this. 13.Test scores, attendance, SEL data, health records, classroom grade averages, classroom observations are all viewed to help determine if a child is Tier 2 or Tier 3. 14.Amplify Reading and Math,, running records, IXL diagnostic. 15.We need to improve on this. 16.We analyze Amplify scores and NWEA scores to group our students in differentiated instructional groupings/needs. 17.Ideas: Have Carla or Melanie be on MTSS team. This will improve our MTSS team since they know all of our Burroughs students. 18.We use data from NWEA and amplify and their classroom assessments/grades/attendance to determine their tier. 19.We need to improve our communication with our families regarding MTSS. 20.See above. 21. Need to improve. 22.We began an attendance committee who implemented rewards and incentives for students with perfect attendance. Our office clerks call parents when students are absent. Principal goes to students houses when they are chronically absent. 23.We need to improve on research based interventions. 24.We meet every 5 weeks to determine students' tiers. 25.We have weekly conversations during GLM to discuss individual students deficits and progress. We meet every 5 weeks with the entire team. 26.We analyze individual student data from NWEA and amplify to determine student's tiers. 27.Primary teachers progress monitor every two weeks to ensure progress is being made. Teachers adjust groupings and skills to be worked on based on students' assessments. Need a shared list of interventions and assessments. Provide parents with resources.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum

- 3 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
- **Evidence:** 28.a. SEL teacher sees all students on a weekly basis. Middle school began an advisory period once a week to discuss SEL age appropriate topics. b.Naviance c.-d.SEL teacher helps students determine their GPA and helps them set goals and monitor their goal. e.Saturday Place and Naviance helps students explore college ideas. f.Success bound and Naviance programs. High School fairs and field trips to local colleges/universities. g.We also have a family high school information night. 29.a-f Sports, project-based learning after school programming which include, podcasts, building houses, genius hour, composting and raising trout, learning garden, talent shows. BPNC programs include cooking, arts and crafts, martial arts, dance Alumni committee and community members with a trade come in and talk with students. Primary spanish curriculum. Middle school interest inventories. 30. a.-d3Case Worker or counselor touch base with student to tour the school. They are paired up with a buddy to help ensure a smooth process. b.Bilingual lead teacher works with classroom teacher to monitor progress of ELL?s. c. Counselor encourages participation in freshman connection high school investigation days. d. Counselor helped ease transition from elementary to middle school during the summer.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Positive relationships and collaboration are fostered through weekly grade levels meeting. Administration is present and actively involved. Teachers throughout the building collaborate weekly to update curriculum units SpEd and GenEd Cycles of continuous learning within grade levels Include prep teachers in grade level meeting once a month* Admin is constantly providing support to foster teacher creativity and growth Implementing Advisory within middle school with a focus on teambuilding, peer interactions, social emotional support. -Social Emotional Learning prep throughout the building -Community School counselor -Calm classroom curriculum used throughout the school to teach and encourage stress management -Carla creates social-emotional groups to help deal with traumas such as death and violence -Field trip experiences with SpEd teachers and GenEd teachers to foster positive relationships -Staff attended Trauma Training -Establishing expectations for the ?language of the school?
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders

- 3 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture
- **Evidence:** -After school enrichment programs (project based learning) - Community school after school programming -Teen Reach - Teen Conference at the end of year -Mentoring Programming for boys and girls -Brighton Park Neighborhood- opportunities for students to engage in service learning projects. Shadow Days -Second Grade petitioned to have a vacant building demolished. They went to City Hall and participated in the meeting *Vertical Social Science Curriculum Planning -Include prominent list of notable figures throughout history. Cultural Diversity Alderman visits??? Community outreach programming Volunteering opportunities authentic service learning Develop partnership with service institutions. Fire Department, Chicago Police, Create a Burroughs election movement. All grades learn about elections: local and national. Students take part an in the electoral process. Upper grades model the electoral process by organizing public debates -Student Council??? -Student written newsletter - Youtube Channel for students? news -Community concerns, interviews, sport news, grade level news (learning projects). Engage in community meetings (Student Council) report back to school Weekly meetins parent and Principal Coffee Meetings Schoolwide Newsela subscription to access local, national and worldwide current events with leveled articles Alumni Club Career Fair University tours for Eight Grade
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** A team of teachers has been trained for trauma sensitivity, however a team has yet to be formed officially. Teachers develop individual schedules and manage their own transitions. Students are supervised by teacher during transitions. Each teacher has their own policy for permission to access common areas. In middle school students sign out to go to the bathroom. For primary grades students use bathroom passes and no more than two students are allowed out at a time. The teachers and staff at the school have worked to create a positive environment for our students. Grade bands have positive reinforcement and rewards system in place to promote positive behavior. The school lacks a clear behavior mission statement, behavior expectations are reinforced by classroom teachers. Adults in the school see all the students in the school as their own students, and take responsibility to intervene when necessary. Teachers investigate when bullying happens in the classroom. Bullying is addressed by teachers and if further assistance is needed, we have personnel that can intervene if necessary. The procedures for major safety concerns is to call administration. Most teachers also have another adult in the classroom to be able to easily address safety concerns.
- 3 - Supportive and Equitable Approaches to Discipline

- 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** -Calm Classroom techniques -Adhere to the middle school handbook and CPS code of conduct -Class Dojo and weekly Incentives -Phone Calls home - Brain Breaks -Daily social worker on hand -Trauma training team -Choices - Advisory for middle school to address social emotional needs -Modeling appropriate behavior -Changing the thought process to "What happened to you?" as opposed to "What's wrong with you?" -Daily recess -Weekly SEL instruction -Calm Classroom -Advisory -No suspensions -Teachers take ownership of discipline issues within their own classrooms -Peer collaboration -Social worker comes in for weekly classes and will help individual students after collaborating with classroom teachers
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Administration visits and contacts families when there is a problem The school offers social services through BPNC. Staff has an open door policy - parents are always welcome to communicate their likes and dislikes regarding all aspects of the school. Use Class Dojo to keep families informed, and parents are able to ask questions when needed. The Burroughs-Brighton Park Neighborhood Council (BPNC) partnership serves as a connecting tool between the school and the community. Families know Burroughs belongs to them, but BPNC enables the flow of communication and support. Burroughs-BPNC provides a vast amount of help to the community, from public services such as legal advice, financial assistance, immigration/other law updates, to the personal enrichment, such as English language learning, yoga, cooking classes, violence prevention, leadership development, etc. Burroughs-BPNC partnership provides funding for after-school programming, with extra-curricular classes for students. Students can voluntarily sign up for a wide variety of Project-based learning classes, such as Arts with problem-solving focus (STEAM), Book Publishing, Fun Science, Podcast

Broadcasting, Environmental studies. Sports Program - McKinley Park leagues/games at other schools or against other schools Families are always welcome and are encouraged to volunteer in the classroom, watch performances, and help during school events. Burroughs School families enjoy living in their community, therefore, tend not to move out. This along with Burroughs staff, also as consistent, facilitates a steady and strong school-family relationship, with current and later generations. Parents are invited to various school events, highlighting the children and their successes (The Bemmy's, graduation, musical performances, science fair, soccer day, award ceremonies). Parents are also invited to sporting events and field trips. Monthly newsletters highlighting events happening around the school. Phone calls to parents Additional newsletters that tell what is happening in your classroom Class Dojo is used to communicate and post information daily with parents regarding any and all concerns of their children's academic and social and emotional successes or failures.. Parents are welcome to come in and discuss with the teacher about their child Written notes Second quarter additional parent-teacher conference Teachers are welcoming to parents, but parents have to be willing to put forth effort in order to assure that there is a joint partnership in the education and wellbeing of the students. Parents are informed in multiple ways including ASPEN, unit plans, and weekly graded assignments. Burroughs provides all school information, reports and newsletters in spanish and english to assure that parents stay informed regarding the daily, weekly and quarterly events of the school. Burroughs ensures that all teacher-parent interactions are facilitated with an interpreter so that parents feel comfortable to openly communicate their feelings.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	1
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	NWEA Math Growth G3-8
Root Cause 1	Inconsistence teaching of the grade-specific Math CCSS to the depth of learning and understanding necessary in order to have a strong foundation for the next year's content.
Area of Critical Need 2	NWEA Reading Growth G3-8
Root Cause 2	Lack of a school wide understanding of and adherence to a Balanced Literacy Program which includes key components such as the read aloud, guided reading, shared reading, independent reading, and Word study.
Area of Critical Need 3	Attendance Rate
Root Cause 3	The significantly lower attendance rate of the K and grade 1 students brings down the school-wide average. Incentives to increase attendance at those grades has not been as consistent as needed.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math) The percentage of students meeting/exceeding their target growth in Math has been declining. If we improve in this metric, Math attainment will also improve.	Latinx		49.60	54.10
	Students with IEPs		34.50	42.70
Vision: NWEA Growth G3-8 (Reading) The percentage of students meeting/exceeding their target growth in Reading has been declining. If we improve in this metric, Reading attainment will also improve.	Students with IEPs		24.80	29.00
	EL		61.10	62.90
Vision: Attendance Rate We have been remaining stagnant at roughly 95% attendance rate and would like to see that increase.	Other Race		93.80	94.40
	Latinx		95.40	95.60
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	If we engage in continuous analysis of each student's academic progress, incorporating a variety of data sources such as student work, progress monitoring, attendance, and formative and summative assessments, and maintain adherence to the WIDA standards and, where applicable, a student's IEP
Then we see...	then we will see a more precise diagnosis of students' needs, with goals and interventions specifically designed to address those needs, coupled with regular progress monitoring that results in timely adjustments to goals and interventions
which leads to...	which will lead to increased student performance, improved attendance, and a reduction in behavioral incidents.
Budget Description	...
Tags	MTSS
Action steps	<ul style="list-style-type: none"> • (Not started) Select a diagnostic tool or formative assessment which will provide specific information on students' specific needs and strengths Tags:Assessment: Monitoring Student Learning to Support Growth • (Not started) Provide professional development on the selected tool/assessment Tags:Assessment: Checkpoint Student Assessment System • (Not started) Progress monitor student progress with fidelity on agreed upon schedule Tags:MTSS: Fidelity of Implementation • (Not started) Analyze student results, develop appropriate interventions, and implement with fidelity Tags:Assessment: Monitoring Student Learning to Support Growth • (Not started) Meet with MTSS team regularly to review progress and adjust interventions as needed Tags:MTSS: Problem Solving Process • (Not started) Review student progress with ELPT and/or DL teachers at progress report and report card times to ensure WIDA standards and/or IEP is being followed. Tags:MTSS: Problem Solving Process

	<ul style="list-style-type: none"> (Not started) Regularly review student work at grade-level meetings and make adjustments to curriculum pacing as needed. <p>Tags:MTSS: Curriculum & Instruction</p>
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Strategy 2

If we do...	If we as a school develop a clear, coherent, sequential curriculum by laying out by grade level the content, standards addressed and best practices to follow in each of the core subjects, providing consistent monitoring and support to all students with special attention to our DL and transitioning EL students, and follow this plan with fidelity and we design professional learning (PL) to achieve school-wide improvement goals, engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement, and build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
Then we see...	then we will see then we will see teachers employing best practices with greater buy-in, understanding, and fidelity and more students taking ownership of their learning and building off of prior knowledge and academic success
which leads to...	which will lead to more consistent student growth across all subjects and grades.
Budget Description	
Tags	Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Each grade-level will develop a school-year overview of each of the core subjects, broken down by grade-level <p>Tags:Curriculum</p> <ul style="list-style-type: none"> (Not started) Each department band (K-2, 3-5, 6-8) will review their grade-level band's overview, adjusting and unifying them to ensure standards are addressed and sequentially built upon. <p>Tags:Curriculum</p> <ul style="list-style-type: none"> (Not started) Following input from admin and the staff, ILT will finalize the school's prioritized best practices and set the calendar for the cycles of continuous improvement <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) Following input from the staff and the ILT, administration will finalize the professional development calendar which will support professional learning in best practices, external factors impacting student performance, and school-wide adopted resources.

	<p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) Whole staff will engage in continuous professional learning in best practices, external factors impacting student performance, and school-wide adopted resources. <p>Tags:Structure for Continuous Improvement, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Teaching staff will engage in cycles of continuous improvement throughout the school-year. <p>Tags:Structure for Continuous Improvement</p>
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Strategy 3

If we do...	If we as a school engage in continuous professional development and training on the variables that inhibit student performance such as trauma, poverty, violence, and domestic abuse
Then we see...	then we will be more informed and alert to these factors and the strategies we can use to address them and the non-profits we can all turn to for additional support
which leads to...	which will ultimately lead to increased student performance.
Budget Description	
Tags	Family & Community Engagement
Action steps	<ul style="list-style-type: none"> (Not started) In partnership with BPNC (neighborhood nonprofit), identify the external factors most impacting the school community. <p>Tags:MTSS: Family and Community Engagement, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Develop a PD calendar to address external factors and secure presenters. <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) School staff will take part in on-going PD on external factors, how to identify and address these factors, and strategies to use to minimize their impact on student learning. <p>Tags:Structure for Continuous Improvement, Physical and Emotional Safety</p>

Action Plan

Strategy 1

Select a diagnostic tool or formative assessment which will provide specific information on students' specific needs and strengths

Jun 01, 2020 to Jul 31, 2020 - admin

Provide professional development on the selected tool/assessment

Aug 24, 2020 to Aug 28, 2020 - admin

Progress monitor student progress with fidelity on agreed upon schedule

Sep 01, 2020 to May 28, 2021 - Teachers

Analyze student results, develop appropriate interventions, and implement with fidelity

Oct 05, 2020 to May 28, 2021 - Admin & Teachers

Meet with MTSS team regularly to review progress and adjust interventions as needed

Oct 05, 2020 to May 28, 2021 - MTSS Team & Teachers

Review student progress with ELPT and/or DL teachers at progress report and report card times to ensure WIDA standards and/or IEP is being followed.

Sep 07, 2020 to May 28, 2021 - Teachers

Regularly review student work at grade-level meetings and make adjustments to curriculum pacing as needed.

Sep 01, 2020 to May 28, 2021 - Admin & Teachers

Strategy 2

Each grade-level will develop a school-year overview of each of the core subjects, broken down by grade-level

Aug 24, 2020 to Oct 30, 2020 - Admin & Teachers

Each department band (K-2, 3-5, 6-8) will review their grade-level band's overview, adjusting and unifying them to ensure standards are addressed and sequentially built upon.

Aug 24, 2020 to Oct 30, 2020 - Teachers

Following input from admin and the staff, ILT will finalize the school's prioritized best practices and set the calendar for the cycles of continuous improvement

Aug 24, 2020 to Aug 28, 2020 - Admin & ILT

Following input from the staff and the ILT, administration will finalize the professional development calendar which will support professional learning in best practices, external factors impacting student performance, and school-wide adopted resources.

Aug 24, 2020 to Aug 28, 2020 - Admin

Whole staff will engage in continuous professional learning in best practices, external factors impacting student performance, and school-wide adopted resources.

Aug 24, 2020 to Apr 30, 2021 - Admin & Teachers

Teaching staff will engage in cycles of continuous improvement throughout the school-year.

Aug 24, 2020 to May 28, 2021 - ILT & Teachers

Strategy 3

In partnership with BPNC (neighborhood nonprofit), identify the external factors most impacting the school community.

Jul 01, 2020 to Aug 14, 2020 - Admin and external partners

Develop a PD calendar to address external factors and secure presenters.

Jun 29, 2020 to Aug 14, 2020 - Admin

School staff will take part in on-going PD on external factors, how to identify and address these factors, and strategies to use to minimize their impact on student learning.

Aug 24, 2020 to Apr 30, 2021 - Admin & teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

The NWEA end of year assessments as well as the DIBELS, TRC, and IDEL assessments are analyzed by the full staff at the direction of the administration.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

Teacher practice is supported through regular coaching through REACH evaluations and weekly grade level meetings where practices are discussed. PD, Powerful Practices including Close Reading, Math Talks, and Productive Group Work, and regular review of student work and student progress are used to guide instruction. Student progress towards proficiency and above is supported through MTSS monitoring.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Ongoing PD on Powerful Practices including Close Reading, Math Talks, and Productive Group Work supported by weekly grade level meetings to discuss how these strategies will be implemented and individual meetings between the classroom teacher, BLT, Special Ed teacher, and curriculum coordinator to discuss implementation in each individual class.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Analysis of the NWEA-MAP scores helps in identification of those students most at-risk of not meeting academic achievement standards. These students are placed on an initial MTSS list which is reviewed every five weeks by the MTSS team that includes the teacher(s), case manager, school psychologist, social worker, and administrator. Interventions are created, implemented, and reviewed by the team every five weeks.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

The school maintains a working relationship with three universities and we support the universities by sponsoring both undergraduate and graduate level student teachers who complete their teaching internships at the school. This allows us to identify the very best teachers entering the profession. The vast

majority of our present staff have been hired following their practicums here at Burroughs. Virtually the entire staff has worked no where else but Burroughs School.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Data analysis and extensive staff discussion helps to pinpoint areas of need for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff . Once the PD topics are set, qualified presenters are contacted and the year long PD is set. Follow-up to all PD is provided in the grade-level meetings.

Strategies to increase parent involvement, such as family literacy services.

As a Community School we provide ample opportunities for parents to be involved in their children's education. Some of the offerings include monthly parent meetings, a parent mentor program, and a intentional welcoming atmosphere here at the school.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

The preschool and kindergarten grades interact with one another regularly through activities such as recess time, field trips, and joint participation in assemblies. The preschool and kindergarten teachers share a joint weekly curriculum meeting so that they can align their programs. Early childhood teachers as well as staff from OECE provide workshops for parents of early childhood education.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Data analysis of academic assessments goes on continuously in a variety of formats: whole staff workshops, grade level weekly meetings, teacher directed departmental team meetings. Teachers meet both vertically and horizontally and lesson plan on a weekly basis. Teachers are then able to assess with each other their instructional practices.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The MTSS team meets with classroom teacher every five weeks to identify students who are experiencing difficulty and then together intervention strategies are identified and implemented. These strategies are then evaluated after implementation.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

As a Community School, Burroughs is continually coordinating and integrating federal, state, and local services and programs. This is primarily done through continual communication between the community school resource coordinator, and the school admin team. There are monthly steering committee meetings

at the school as well as monthly community meetings with our nonprofit partner that also include other community schools and agencies.

ESSA Targeted Assistance Program

Parent Involvement 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.

We will continue our monthly all parent meetings, usually the third Thursday of the month. During this time, the principal and other staff members present progress of all plans that have been developed and implemented for the school year. This includes MTSS, SEL, all after school academic and enrichment plans, as well as parent and family engagement plans.

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

The BAC, PAC, and the parent safety patrol come together once a month to report out on all programs that are being implemented throughout the school. We will continue to have guest speakers at some of these meetings as well as other times that work for other parents. The Title 1 Annual Meeting will take place on either September 24, 2020 or October 15, 2020. The organizational meeting where officers were elected and a calendar of dates was identified already took place this spring, per new CPS policy.

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.

Parents are welcomed to attend the monthly parent meetings or the bimonthly LSC meetings which both include a public participation platform for ideas. Any parent who wants to inquire about their child's education is able to come to the main office at any times that are convenient for them to openly discuss any concerns they may have with the principal or any other staff member. We maintain an open door policy and accommodate all of the parents so that we do not interfere with their work schedules. We also hold MTSS meetings every five weeks with all teachers along with the MTSS team, which includes the case manager, social worker, psychologist and an administrator. Parents are then notified if any changes are being made in their child's educational plans. We also hold an annual Open House in September of every school year.

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.

Normally, a report is generated by central office and the state regarding both end of the year assessments (IAR and NWEA) and those reports are passed out during the first quarter report card pick up. We hope to use beginning of the year NWEA test results, assuming we will have that opportunity, and share out during this time.

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.

In the past, we would receive such notices from central office and then would sent home those notices with the children. We would also alert parents that this kind of information would be coming home in our monthly newsletter. We have not had any teachers identified as being "not highly qualified" in recent years.

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.

There is an Open House and three report card pick-up dates for parents to meet with and talk to teachers to better understand the state's academic achievement standards and assessments. Every classroom teacher will provide a workshop within their individual classrooms where parents will come in and learn about standards, expectations, assessments, strategies for them to implement at home to help their children, etc. This has been very successful with many of the teachers in the past and we expect to do this school wide during the 2021 school year.

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.

See above. We also offer technology classes for parents in the evening as part of our community school program. Other workshops that are presented for parents includes social media and on-line academic

resources like Khan Academy. Other workshops organized by parents for parents include topics like effective parenting, setting boundaries, positive role modeling.

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

We partner with the Brighton Park Neighborhood Council (BPNC), a neighborhood nonprofit in the community. They have provided to the staff, and will continue to do so during the 2021 school year, a review of the needs of parents based on surveys that they analyze from community members. We are a community school and we host various parent meetings and classes in the evenings and we are constantly reaching out to all of our parents to increase parental involvement. Burroughs will continue to implement and expand the parent mentor program which places a parent in many of the classrooms for three hours a day, assisting the teachers in instructional strategies.

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

The two early childhood teachers use a good part of the first week of professional development holding parent meetings that cover topics such as child development and learning styles of children. We also utilize speakers from the early childhood department to present to parents throughout the school year. Virtually all of the parents spent some time volunteering in the classrooms working with students and learning how they can best support their own children at home. Teachers also set up individual parent teacher conferences throughout the school year in addition to the regularly scheduled school wide conferences.

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

We utilize a school wide newsletter that is sent home in two languages. The community school resource coordinator also reaches out to the community to inform all members of learning and participation opportunities at the school. The school also utilizes a school wide ClassDojo platform that all parents participate in. The classroom teachers utilize ClassDojo for all of the parents of their students. We also keep the school's website current.

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.)

By raising our academic expectations of our students through increased rigor via the common core standards and progress monitoring, we will better prepare them for high school, college, and sustainable careers. Through careful review of the data provided by formative and summative assessments and close adherence to IEPs and MTSS intervention plans, we will provide targeted instruction that meet the instructional needs of all students, including EL and diverse learning students.

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 will be held the week following the first, second, and third quarters. CPS sets the time and date of the first and third quarter conferences while we determine the date and time of the conferences following the second quarter.

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 continue to be passed out after the fifth week of every quarter. Weekly notifications via ClassDojo will be utilized as well as the parent portal.

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

All staff members have public CPS email addresses and many parents communicate with teachers utilizing email. Teachers and parents also utilize ClassDojo as a means of communicating with one another after school hours,

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.

In addition to the parent mentor program, many other parents will continue to volunteer their time and make arrangements with the classroom teachers. Parents are always welcomed and are encouraged to volunteer at the school.

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

The parent portal system as well as ClassDojo allows for parents to support their children's learning, in addition to the progress reports, and report cards which provide progress every five weeks. The office will continue to call the home of every absent child on a daily basis. Chronic absences will receive attention by the administration and plans to rectify such situations will be developed.

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

The monthly parent meetings, LSC meetings, and evening parent classes will give parents an opportunity to participate in this decision making process, as well as the other modes of communication between teachers and parents that have already been identified.

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 are made aware of their responsibilities through talks with their teachers, their parents, school counselors, and the school administration. They repeatedly receive the message that it is expected that they will be in school daily and always put forth their best efforts. There are many intervention strategies throughout the school year to help students who may be falling behind.

Parent Budget (Complete)

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

Parents will work in active partnership with teachers in providing the best education possible for their children. This will be done by engaging in workshops, meeting with teachers and actively monitoring their children's progress in school and their activities outside of school.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
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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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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)	\$500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
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.	\$0.00
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.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00