

# Burnside Elementary Scholastic Academy 2020-2022 plan summary

## Team

Name	Role	Email	Access
Kelly Thigpen	Principal	kasevier@cps.edu	Has access
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Guiliano Buckner	Youth Intervention Specialist	gbuckner1@cps.edu	No Access
Robin Clemmons	7th/8th Grade Reading Teacher	rsclmmons@cps.edu	No Access
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Bonita Burns	Community Rep	cakes_2go@yahoo.com	No Access
Debra Curtis	Clerk	dcurtis15@cps.edu	Has access
JP Paulus	LSC Parent Rep	jp@paulus.com	No Access

## Team Meetings

Date	Participants	Topic
01/09/2020	LSC member	Discussion related to priorities
01/21/2020	CIWP committee	SEF survey survey
03/19/2020	Parent	Parent Survey
03/25/2020	Burnside Staff	Action Steps

Date	Participants	Topic
04/07/2020	CIWP committee/ ILT Team	Action Steps

## 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)
  - 4 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:** Evidence throughout the building
- 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
  - 4 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:** NA

## 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)
  - 2 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:** Grade book and lesson plans
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 4 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:** Reflect and Learn, Classroom observation feedback
- 3 - Balanced Assessment and Grading
  - 4 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
  - 4 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

- 4 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:** Grade book
- 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)
  - 2 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)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 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)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 2 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)
  - 4 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)
  - 2 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)
- 2 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)
- 4 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)
- 2 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:** Meeting Agendas
- 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
  - 2 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:** On Track Percentages

## Quality and Character of School Life

- 4 - 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)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** 5Essential survey.
- 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)
  - 2 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** 5 Essentials Survey
  - 4 - Physical and Emotional Safety
    - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
    - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
    - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - 4 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:** 5 Essentials Survey, School Agendas
  - 3 - Supportive and Equitable Approaches to Discipline
    - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - 4 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:** Dashboard
  - 3 - Family & Community Engagement
    - 4 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
    - 4 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)
    - 4 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
    - 2 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:** 5 Essential Survey, School Surveys
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# 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	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
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	0
3	Quality and Character of School Life: Family & Community Engagement	3
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
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	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	Growth in math 3rd - 8th grade
Root Cause 1	Lack of how to effectively use student data to differentiate instructional support and Lack of

	background knowledge of pre-requisite skills required for application of skills as students transition from grade to grade
Area of Critical Need 1	Literacy growth for Diverse Learning students
Root Cause 2	No certified teacher for entire school year
Area of Critical Need 3	Kdg- 2nd grade literacy
Root Cause 3	Implementation of literacy block

**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
SQRP: National School Attainment Percentile - Math (Grades 3-8)	African American		60.00	65.00
I chose this metric because our data shows that our students are not consistently meeting growth or grade level attainment.	Students with IEPs		70.00	72.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8)	African American		70.00	72.00
I chose this metric because I want to ensure that our students are reading ready for 3rd grade and beyond				
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Students with IEPs		70.00	72.00
I chose this because 70% of our students are at attainment but not meeting their new growth targets	Overall		65.00	70.00
Vision: Attendance Rate	Overall		94.00	95.00
I chose this because I know that the more you are in school the better chance you have of improving your academic outcomes				
(Blank)				

## Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey Organized</b>				4.00	4.00

## 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...	Engage teachers in a year-long cycle of professional development focused on academic discourse and rigorous learning task; Use teacher team meeting time to create a cycle of professional learning focused on planning for guided reading instruction and assessment of student progress; and. Engage teachers in a year-long math professional learning cycle focused on building capacity to differentiate learning using assessment to create small group instructional lessons for core and NWEA.
Then we see...	an increase in the application of skills and sustained learning; increase in time spent engaging students in differentiated small group instruction tailored to their needs, and an increase in the number of students exceeding or meeting growth targets on NWEA
which leads to...	20% increase in 2nd- 8th-grade attainment percentages by SY2022; 70% of students in 2nd-grade meeting or exceeding attainment goals; and 70% or more of students in 3rd-8th grade reaching their growth targets
Budget Description	Funds allocated for substitutes to allow time away for teachers to engage in PD-\$5000 - \$10,000
Tags	Instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) LITERACY TEAM Engage teachers in professional reading focused on shifting mindsets of teaching practices for sustainable learning. Provide cycle of professional development on designing, facilitating and responding to academic discourse and rigorous task using Literacy Quarterly Learning Cycle</li> </ul> <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> <li>(Not started) KDG-2ND GRADE TEAM Engage staff in year long professional learning cycle that provides hands on support with planning and teaching guided</li> </ul>

	<p>reading instruction. (Outside Vendor) Ensure Kdg- 2nd teachers have scheduled collaboration time weekly ( same preparation period) to ensure cycle of learning is consistent 5-week video share sessions of guided reading instruction and assessment artifacts on student progress</p> <p>Tags:Assessment: Monitoring Student Learning to Support Growth, ODLSS: Early Childhood</p> <ul style="list-style-type: none"> <li>(Not started) MATH TEAM Partner with the Network ISL to provide monthly professional development focused on aligning activities from the learning continuum to individual student need Use TRU dimension classroom feedback tool and tailor it to focus on providing bi-weekly feedback to teachers specifically focusing on small group instruction</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) ALL TEACHERS will backwards map creating 5-week assessments and use outcomes to participate in 5-week performance share sessions where teachers will share 5-week assessment outcomes, small group lesson progress for highest and lowest NWEA groups, 2-3 artifacts, grade book progress and SMART goal development</li> </ul> <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p>
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**Strategy 2**

If we do...	develop a local Tiering Criteria that follows the 80-15-5 model in the MTSS Framework and develop a Menu of Interventions aligned to the needs of students and respective tiers.
Then we see...	will be able to identify students for appropriate tiers of intervention and align students to an effective high-quality intervention.
which leads to...	fully implemented standardized systems and structures to support at-risk students
Budget Description	Hire MTSS lead teacher to provide consistent, daily support for Tier 2 & Tier 3 students-\$60,000-\$100,000
Tags	MTSS
Action steps	<ul style="list-style-type: none"> <li>(Not started) By the end of September teachers of core subjects(Reading and Math) will identify all students as Tier 1, 2, or 3 using various data from the previous school year. Information will be used to create support structure for Tier 2 &amp; 3 students.</li> </ul> <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>(Not started) Embedded 30 minute school-wide intervention block for reading and math (1:30- 2:00).</li> </ul>

	<p>Tags:MTSS: Fidelity of Implementation, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) At the onset of the school year and throughout the school year biweekly MTSS team members will meet with specific families to provide concrete evidence and discussions of their child's current MTSS status, interventions, and tiered support systems and how their child is supported at school and how they can help at home. During the meeting SMART goals will be established for parent and teacher.</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Share MTSS infographic with families through PAC meetings, Website, newsletter and other Burnside events and provide regular updates to families on progress towards school-wide goals.</li> </ul> <p>Tags:MTSS: Family and Community Engagement</p>
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**Strategy 3**

If we do...	Identify multiple opportunities to engage parents during the school day and host after school events that accommodate multiple schedules
Then we see...	an increase of parental engagement
which leads to...	a stronger school -home connection with 60% of parents involved in school events
Budget Description	Allocate funds for door prizes, incentives, games, etc. to ensure quality family nights- \$2800.00= \$100.00 per teacher to purchase resources for events.
Tags	Instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) Host 2 book clubs per year for parents -Create survey for parents to identify areas of interest for book club. One per semester</li> </ul> <p>Tags:FACE2: Parent Engagement</p> <ul style="list-style-type: none"> <li>(Not started) Host a minimum of 4, one per quarter school wide event. Spelling Bee, Math &amp; Literacy Night, Academic Olympics, Family Game Night. Etc..</li> </ul> <p>Tags:Family &amp; Community Engagement</p> <ul style="list-style-type: none"> <li>(Not started) Recruit 1-2 classroom parents per grade level to support classroom and school wide activities. Host meetings with classroom parents and engage them in offering feedback and suggestions for school improvement</li> </ul> <p>Tags:FACE2: Volunteer</p>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• (Not started) School wide family projects/activities that required parent participation for student to receive extra credit points.</li></ul> |
|--|---|

Tags:FACE2: Parent Engagement

## Action Plan

### Strategy 1

LITERACY TEAM Engage teachers in professional reading focused on shifting mindsets of teaching practices for sustainable learning. Provide cycle of professional development on designing, facilitating and responding to academic discourse and rigorous task using Literacy Quarterly Learning Cycle

Sep 30, 2020 to Dec 31, 2020 - Administration

KDG-2ND GRADE TEAM Engage staff in year long professional learning cycle that provides hands on support with planning and teaching guided reading instruction. (Outside Vendor) Ensure Kdg- 2nd teachers have scheduled collaboration time weekly ( same preparation period) to ensure cycle of learning is consistent 5-week video share sessions of guided reading instruction and assessment artifacts on student progress

Oct 05, 2020 to Apr 30, 2021 -

MATH TEAM Partner with the Network ISL to provide monthly professional development focused on aligning activities from the learning continuum to individual student need Use TRU dimension classroom feedback tool and tailor it to focus on providing bi-weekly feedback to teachers specifically focusing on small group instruction

Oct 05, 2020 to Apr 29, 2022 -

ALL TEACHERS will backwards map creating 5-week assessments and use outcomes to participate in 5-week performance share sessions where teachers will share 5-week assessment outcomes, small group lesson progress for highest and lowest NWEA groups, 2-3 artifacts, grade book progress and SMART goal development

Jul 27, 2020 to Jun 01, 2022 -

### Strategy 2

By the end of September teachers of core subjects(Reading and Math) will identify all students as Tier 1, 2, or 3 using various data from the previous school year. Information will be used to create support structure for Tier 2 & 3 students.

Sep 07, 2020 to Sep 30, 2020 - Teachers and Administration

Embedded 30 minute school-wide intervention block for reading and math (1:30- 2:00).

Jul 01, 2020 to Aug 28, 2020 - Administration

At the onset of the school year and throughout the school year biweekly MTSS team members will meet with specific families to provide concrete evidence and discussions of their child's current MTSS status, interventions, and tiered support systems and how their child is supported at school and how they can help at home. During the meeting SMART goals will be established for parent and teacher.

Oct 01, 2020 to Dec 17, 2021 - MTSS coordinator

Share MTSS infographic with families through PAC meetings, Website, newsletter and other Burnside events and provide regular updates to families on progress towards school-wide goals.

Nov 01, 2020 to May 27, 2022 - MTSS coordinator and Ms. Keyes

### **Strategy 3**

Host 2 book clubs per year for parents -Create survey for parents to identify areas of interest for book club. One per semester

Jan 04, 2021 to May 06, 2022 - Principal and Assistant Principal

Host a minimum of 4, one per quarter school wide event. Spelling Bee, Math & Literacy Night, Academic Olympics, Family Game Night. Etc..

Oct 01, 2020 to May 27, 2022 - Teacher Teams

Recruit 1-2 classroom parents per grade level to support classroom and school wide activities. Host meetings with classroom parents and engage them in offering feedback and suggestions for school improvement

Nov 01, 2020 to Jun 17, 2022 - Teachers

School wide family projects/activities that required parent participation for student to receive extra credit points.

Sep 01, 2021 to Jun 03, 2022 - ILT team

## **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.**

Our needs assessment will take place as follows: All students in Pre-K take the Teaching Strategies(TS) Gold, K-2nd grade take Dibel, Mclass Math Assessments, Students in 2nd -8th grade take NWEA Assessment. Our cluster diverse learner students take the DLM assessments. Illinois Science Assessment is taken by 5th & 8th-grade students

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

We will incorporate a school-wide intervention block. An intervention curriculum has been purchased to meet the various needs of our learners. We will also incorporate after school targeted invention program during regular the school year.

**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.**

Our instructional model we use in the classroom is gradual release of responsible to ensure that learning minutes are optimized. An intervention block will be embedded into our regular schedule three times a week

**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).**

We house several SEL program to address students' needs at various level: Brown Girls Magic (BGM), Black Boys Fly, Becoming A Man (BAM), SPARCS & Dancing with Class

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

To attract highly qualified teachers we create a strong positive culture and climate which resonate beyond the school walls. We update our website to highlight program and activities that happen at Burnside. We also attend job fairs and seek o promote our school motto of student

**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.**

Professional development will be offered once a month during the teacher team meetings that aligned with the school's overarching goal. Professional development will be focused on supporting staff members with engaging in a rigorous learning task that moves students from basic skills to apply knowledge. Additionally, REACH will be used to identify individual teacher supports. Our structure for professional development with also includes Educational Support Personnel (ESP) and parents.

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

To increase parent involvement we elicit the support of our PAC president and our LSC members. They will out source resources based on parent needs (Metropolitan Family Services to support SEL need of our scholars). We also will conduct surveys to identify family availability, parent academic needs and family supports. We will host a parent meeting each semester to address the needs of our parents. We will host several family nights such as Family Reading Night, Math & Science Night, Awards Assemblies, Father-daughter Mother-son Dance.

**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.**

Prepare summer packets for in coming kindergarten students to support math and reading readiness skills. Host the step up to kindergarten summer program to support academic transition to kindergarten. Host a parent meeting in October to inform parents of the kindergarten process. Mid November we will provide one on one support to assist parents with the application process.

**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.**

At the onset of the school year each grade band will be allotted time to develop an assessment plan and schedule. Our current assessment plan incorporates a 5 week assessment cycle which we will continue as practice within our school culture.

**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.**

We will designate a school wide intervention block 3 times a week. We will use an intervention kit and guided reading to support our scholars with literacy. Math intervention block will be intensively used to reinforce math fluency skills.

**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.**

Create a structure to identify the various types of programs we offer to ensure equal access at the federal, state and local levels. Continue to partnership with Fresh Fruit & Vegetables programs and SPARCS, (skill building support for adolescence). We will also continue to host all day state Pre-K programs.

# ESSA Targeted Assistance Program

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## 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.**

The school will host two parent review and revise sessions for ESSA, Title 1 school parental and family engagement. Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children and make the parent and family engagement policy available to the local community. To ensure understanding and implementation of policy we will use the PAC and LSC monthly meetings forums to address adjustments.

**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**

Annual Title I meeting - September 16, 2020  
Organizational meeting - September 16, 2020  
PAC meetings will be held the third Wednesday of every month

**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.**

Quarterly parent surveys will be complete to gather information related to suggestions for school improvement during First & Second Quarter Report Card Pick-up(hosted by school) and during PAC meeting in April. Outcome and data from survey will be posted on school website.

**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.**

During OPEN HOUSE parents will be provided with student year end NWEA results. We will host our second quarter report card pick-up and provide parents with student led conversations that share student progress in all core subject areas and middle of the year testing outcomes.

**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.**

Parents will receive information related to a teacher who is not "highly qualified" the same week that CPS shares the information with the schools. Notices will be sent home immediately.

**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.**

Burnside will host 2 parent workshops that review common core standards and provides a breakdown of what students will be working on in 5-week cycles. Parents will also be provided an overview of how to access the parent portal and create triggers to monitor student performance. Teachers will be required to communicate with a minimum of 5 parents per week which will result in communication to all parents monthly providing feedback on student achievement, behavior and attendance.

**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.**

School will host a minimum of two parent-teacher workshops to provide strategies for parents to integrate at home to support reaching goals for student academic growth. One will be hosted by Literacy team and one will be hosted by Math team. Parents will be encouraged to attend BOY Dibels and Mclass testing with their scholar to see academic standing and be provided with strategies and resources to use at home to ensure academic growth by MOY testing window.

**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.**

School will use professional development opportunity to engage staff in understanding the importance of parent communication. Staff will discuss ways to engage parents to ensure students are successful academically, socially and emotionally. Staff will be required to show evidence of communication with all parents at least once a month.

**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 preschool teachers will host two workshops. They will provide materials and training to help parents to work with their young children to improve their children's achievement, such as literacy training, math support and using technology, as appropriate, to foster parental involvement. The parent workshops will be held once each semester.

**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.**

Information will be shared with parents using the following formats: Monthly Newsletter, School Website, School Facebook Page, Emails and Marquee Signage. Adoption of a school-wide text messaging system will alert parents when information is being sent home or updated on website.

### Policy Implementation Activities

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

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

**<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

**<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

**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.)**

Our mission is BSA- Bridging the Gap, Succeeding with Confidence, and Achieving the Goal.

**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 conferences will be held every 5 weeks. The day after progress reports are distributed, teachers will use their PREP and stay an additional 1.5 hours after school to host individual conferences using the Google platform. This will provide mid "in-person" progress feedback prior to report card pick-up. Additionally, we will host 1st, 2nd, and 3rd quarter report card pick-up sessions.

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

Every 3-weeks Burnside students will complete a student/teacher progress report that will be sent home to families. We will notify families that the reports are coming home via email, remind, school website and newsletter so they can sit with their scholar and discuss academic progress. We also going to create an incentive to encourage our parents to sign up for ASPEN parent portal to build daily home school connections.

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

Parents can schedule meetings with teachers before school, after school and during teacher preparation periods. 100% of our teachers use Class Dojo to communicate with parents on regular basis and they also will continue to use Google Classroom and their CPS email address to communicate with parents.

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

Parents are welcome to visit and shadow their scholar at anytime in accordance to teacher schedule and CPS's volunteer guidelines.

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

Parents (Pre-k to 3rd grade) will monitor homework folders to assist students in completion of daily assignments. Parents of intermediate and upper grade students will interact with Class Dojo or student agenda books on a daily bases to track homework status. Parent will communicate with the school regarding student's reason for being absent via phone call, note or email for proper notification.

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

School community will build relationship with parents to by keeping in touch often (at least once a month- teachers) and sharing academic progress. During the 3-week student conferences cycle parents will help their child set goals and foster achievement of those goals. The staff members will highly recommend parents to view the parent portal(once a week) to monitor students? progress towards their goals.

**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).**

Teacher-student conferences will be conducted in a 3-week cycle to review student's academic progress, conduct and attendance. Student will then led conferences with parents regarding academic progress.

## 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.**

Goals: To leverage our parental support to increase student academic engagement.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$500.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$500.00
<b>54205</b>	<b>Travel</b> 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	<p><b>Reimbursements</b> 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.</p>	\$400.00
53510	<p><b>Postage</b> Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p><b>Software</b> Must be educational and for parent use only.</p>	\$0.00
55005	<p><b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.</p>	\$0.00