

Luther Burbank Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/07/2020	CIWP Team - All members	Informational meeting on the CIWP process
01/08/2020	CIWP Team - All members	Action plan to gather evidence for the SEF
01/15/2020	CIWP Focus Group - Principal, AP's, ELPT, Literacy Coach, Teachers, Counselor	Collaboration and input for SEF evidence
01/22/2020	CIWP Focus Group - Principal, AP's, ELPT, Literacy Coach, Teachers, Counselor	Collaboration and input on SEF evidence
01/29/2020	CIWP - All team members	Determine SEF Ratings
02/05/2020	CIWP Focus Group - Principal, A.P's, ELPT, Literacy Coach, Teachers, Counselor	Determine Area of Critical Need
02/12/2020	CIWP Focus Group - Principal, A.P's, ELPT, Literacy Coach, Teachers, Counselor	Determine Areas of Critical Need
02/19/2020	CIWP Focus Group - Principal, A.P's, ELPT, Literacy Coach, Teachers, Counselor	Determine Areas of Critical Need
03/18/2020	CIWP Focus Group (Virtual Meeting) - Principal, A.P., Literacy Coach, Counselor	Root Cause Analysis/Select SEF Priorities
04/01/2020	CIWP Focus Group (Virtual Meeting) - Principal, A.P., Literacy Coach, ELPT, Counselor	Root Cause Analysis/Select SEF Priorities
04/08/2020	CIWP Team (Virtual Meeting) - All team members	Discussion - Theories of Action
04/15/2020	CIWP Focus Group (Virtual Meeting) - Principal, A.P's, ELPT, Literacy Coach, Counselor	Theories of Action
04/29/2020	CIWP Focus Group (Virtual Meeting) - Principal, A.P's, Literacy Coach, ELPT, Counselor	Develop Action Steps
05/06/2020	CIWP Focus Group (Virtual Meeting) - Principal, A. P's, Literacy Coach, ELPT, Counselor, Teachers	Develop Action Steps
05/07/2020	CIWP Focus Group (Virtual Meeting) - Principal, A.P. LSC Chair, Counselor, ELPT, Counselor, Teachers	Fund Compliance, Parent & Family Plan

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

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 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)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** At Burbank School Effective Leaders is strong. The 2019 5Essentials Report indicates that 81% of the staff responded that the principal is an effective leader, meaning that the principal and teachers work together to implement a shared vision. The people, programs, and resources are focused on a vision for sustained improvement. The principal practices shared leadership and maintains mutually and trusting relationships. The principal shares the responsibility of implementing the vision and mission with all stakeholders. LSC meetings, Parent Open House, the school website and our monthly Newsletter, Que Pasa are some of the examples in which the vision and mission are shared. Valued are high expectations for all students to achieve college and career readiness standards. These expectations are shared with the students, staff, parents and community, and in classrooms, conferences, faculty meetings special events and publications. Our vision and mission are posted in every classroom and are written in Spanish and English. As noted on the 5Essentials Report, 100% of the teachers agree and strongly agree that the principal communicates a clear vision for the school. The principal creates a coherent instructional program for the school based on the vision. The school's vision is to inspire all students to reach their highest potential. Based on the school's mission and vision, the principal then designates committees, assigns responsibilities and develops a budget in order to facilitate implementation. Program Coherence is rated Very Strong on the 2019

5Essentials. The principal uses active listening skills and invites feedback. The principal focuses on building the capacity of all groups to become more involved and productive by offering training. Collective Responsibility is rated Very Strong. The school received an aggregate performance score of 83 on the 2019 5Essentials Report for Collective Responsibility. Most teachers share a strong sense of responsibility for student development, help maintain discipline in the entire school, take responsibility for improving the school, feel responsible to help each other do their best, feel responsible that students learn and feel responsible for helping students develop self-control. The principal empowers others and builds leadership by sharing power over key responsibilities and decisions. Over 70% of the staff are in leadership positions. These include, but are not limited to the ELPT, Literacy Coach, ILT, Athletic Director, Technology Coordinator and Teacher Team Leaders. Other teachers sponsor activities and school initiatives for students, and serve on committees to plan activities for students and staff. Staff members have input on hiring new staff, input on professional development topics, and in some teachers provide professional development. Teacher-Principal Trust is Very Strong. The 5Essentials Report indicates that 95% of the teachers feel respected by the principal, and 95% of the teachers agree and strongly agree that the principal has confidence in the expertise of his teachers. Staff members are recognized for their contributions. The principal encourages and supports their interests and efforts. Teachers are recognized with letters of commendation, public announcements, and they are featured in the school newspaper, *Que Pasa?* Teachers receive incentives and certificates of appreciation. The administration and the parents provide breakfast and lunch for teachers and staff in appreciation of their academic efforts. All staff collaboratively monitor REACH processes in teacher team meetings. The principal buffers distractions with procedures and protocols. Announcements are made in the morning and at the end of the day. There are scheduled times for parent-teacher conferences. In order for the staff to remain focused on priorities, the principal implements and coordinates school initiatives that simultaneously address multiple areas, such as the quarterly Shooting Stars Motivational Program, in which students are recognized for improvements in academics and/or behavior. The program has boosts students' academic achievement in reading and/or math, reinforces positive student behavior and increases parental involvement. The school is Well-Organized for Improvement, as noted on the 2019 5Essentials Report. The principal prioritizes learning by creating a culture and environment in which each student is expected to learn at high levels. He then builds the capacity of the staff through professional development and at teacher team meetings to work towards a common definition of rigor by analyzing and aligning standards, curricula, instructional strategies and assessments. The principal manages change by using data and evidence to pinpoint problems and causes. He then seeks input for buy-in. During the change process, the principal reassures through encouragement. He defines the expected results, provides updates and praise and recognition. The principal uses the REACH Framework to engage teachers in collegial conversations about their practices, as it promotes a common definition of effective teaching. The Framework provides clarity for the principal and the teacher. The teacher can reflect on his/her teaching practices and the principal can help the teacher identify the next steps for improvement. As indicated in the 2019 5Essentials Report 80% of the teachers agree and strongly agree that the principal provides them with useful feedback to improve their teaching. Professional learning is supported at teacher team meetings. Teachers learn new strategies, share ideas, discuss teaching strategies and to plan lessons. 100% of

the teachers agree and strongly agree that professional development includes time to think carefully about, try and evaluate ideas. There is a coaching schedule in place. The Administration, Literacy Coach, ELPT, and experienced teachers coach and mentor teachers to support changing classroom practices. The ILT includes teachers representing each grade band and program. They engage in ongoing inquiry as a basis for improvement. All team members have equity of voice. The stakeholders are informed individually or at grade level meetings. Not only do the team members celebrate small wins and improvements, the teachers celebrate. Small wins and improvements have a positive effect on the school.

- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 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
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 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
 - 4 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** The 2019 5Essentials Report indicates that Burbank School is Well-Organized for Improvement. The ILT engages in on-going inquiry as a basis for improvement. The ILT examines school-wide, grade-level and classroom data. 2019 5Essentials data indicates that 100% of the teachers report that a member of the ILT knows what's going on in their classrooms, provide them with useful feedback to improve their teaching, and has provided them with the support that they need to improve their teaching. The ILT uses the PSP protocol when conducting meetings to analyze data a develop action plans for school-wide, grade-band and classroom improvements in instruction, and attendance. The master schedule includes common time for teacher teams to have weekly collaborative meetings in order to develop a professional community of teachers and build capacity. During teacher team meetings, teachers analyze data and student work, engage in professional reads, and share and learn instructional strategies in order to develop a shared understanding of high-quality instruction, and sustain a cohesive instructional program on an ongoing basis. The MTSS team meets and uses data to determine the status of students who may need interventions or revise them based on student progress. Middle school teachers meet, however, the master schedule does not include the time for content area meetings. The 2019 5Essentials Report indicates that Collaborative Practices is rated Strong at Burbank School. As noted on the 2019 5Essentials Full Report, Quality Professional Development received a score of 99 and is rated Very Strong. It is rigorous and focused on student learning. The school has a professional development plan that is aligned with the District's Initiatives and the priorities in the CIWP and growth goals on the SQRP. Professional development is presented school-wide and differentiated depending on the topic or appropriateness. There

is follow-up of learning at grade level meetings to support teachers understanding of new ideas, discuss teaching strategies and to plan lessons. Teachers are given a survey after professional development to gain feedback, allow input and determine next steps. Teachers also analyze student work. Professional development topics have included Creating a Trauma Sensitive School, Sustaining Improvement, and Teach Backs from learning at Summit meetings. Teacher feedback on the 2019 5Essentials indicate that 100% of the teachers feel that professional development is sustained, closely connected to the school's professional development plan, and provides opportunities for teachers to work productively with other teachers in their grade levels and in the school. Innovation received an aggregate score of 84 on the 5Essentials Supplemental Measure. It is rated Very Strong, meaning that teachers are continually learning and seeking new ideas and they are trying to improve their teaching. The librarian is working with graduate level students in Washington to create a bookmobile of books with diversity for Pre-K to to third grade students. One teacher assistant received an Associates Degree. One diverse learner teacher received a grant to build a sensory break room for her classroom, while another attended professional learning to learn about the Unified School Initiative. Through this program, students with disabilities and general education students will learn to work together and build collaborative partnerships. Physical Education teacher received a Masters Degree. One teacher renewed her National Board Certification. Two teachers received endorsements and one received a TEFL certificate. Teachers complete time distributions at the beginning of each school year. Teacher schedules are based on the number of minutes per subject or course recommended by the District. Kdg. - 5th grade teachers have a 2-hour block for literacy instruction, a 90 minute block for math instruction, and a 1 hour block for science and social science. instruction. Middle grade are departmentalized. Two hours are allotted for literacy instruction and one hour is allotted for math. Science and social science are scheduled for one hour. Guidelines are followed to ensure that diverse learners receive the instruction that is needed based on their IEP's. English Learners instructional schedules includes time for native language instruction and/or ESL instruction. The school's educational priorities are evident in the school budget. The principal utilizes the services of a Senior Financial Specialist from the School Support Center. The schools makes use of the vendors that are on the CPS Strategic Vendor List for purchasing goods and services. Supplemental funds are used to close priority group achievement gaps. The school purchases instructional materials and incentives for motivation and recognition. Professional development is provided in order to strengthen teachers' knowledge and skills; the school offers additional learning opportunities for students though extended day classes, and the school hires support staff for safety and security. 82% of the teacher respondents on the 5Essentials Report indicate that they have influence on how discretionary school funds should be used. Grant funding is utilized for its intended purposes. The school has a hiring team that consists of the assistant principals, ancillary staff and lead teachers. The school hires staff after a vacancy is identified, or by assessment of student need. Potential staff members are recommended or send resumes. The school uses a protocol for questioning during the interview process, and always checks on the candidates' previous performance at a CPS, parochial or private school. The candidate is required to demonstrate a lesson before he/she is hired. There are 15 teachers in the Bilingual program are licensed. 2019 School Progress Demographic data notes that 92% of the student population is Hispanic. 23 of the classroom teachers are ESL endorsed. There is an induction

plan. The principal fosters a workplace environment that supports the new teacher's development. Socialization of New Teachers received an aggregates score of 99, Very Strong, on the 2019 5Essentials Report, meaning that new teachers are supported with mentors and experienced teachers invite them into their classrooms to observe them and give them feedback. New teachers are assigned to the grade/classes that they are familiar with. A mentor is assigned to provide site orientation and to help them learn policies, procedures and foster educational development. The new teacher is given instructional materials and supplies. 2019 Illinois School Report Card data reveals that there is a 91.2% teacher retention rate at Burbank School. The school does not have a retention strategy. Information from exit interviews indicate that most teachers leave due to retirements, career changes, and budget cuts. The administration evaluates all staff and during post conferences encourages staff members to continue to grow. The principal cultivates leadership in others and encourages continual learning. Teachers are encouraged and selected to attend professional learning outside of the school, such as Summit meetings and conferences to increase their knowledge and assume additional leadership roles. Some of them become grade level leads or are selected to sponsor an activity or become lead facilitator of a program within the school. The LSC does actively and productively support SEL initiatives and improvements to the school climate. Members of the LSC initiated fundraisers to help defray costs in order for diverse learners to participate in the Special Olympics. Parents on the LSC plan cultural celebrations, which nurtures positive interactions between staff and families. The aggregate score on the 2019 MVMS Parent/Guardian Survey indicates that the Quality of Facilities is Strong. Cleanliness of the school is rated Strong, meaning that the school campus is clean. The physical environment and space supports teaching and learning and the decor represents the culture of the students. Student work is visible in classrooms and in hallways. Pictures of our principal, staff and students are displayed in the halls. Student trophies are displayed in 5 glass cases for all to see. Pictures of our principal, staff and students are displayed in the halls, which highlight school activities and accomplishments. Posters of school-wide expectations are in the halls. All of the visuals demonstrate pride and are representative of the schools' vision and mission, which is to inspire all students to reach their highest potential.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 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:** The 2019 5Essentials Report reveal that 100% of the teachers agree and strongly agree that Curriculum, Instruction and Learning Materials are well coordinated across the different grade levels and are consistent among the

teachers in the same grade level at Burbank School. The curriculum is differentiated and lessons are structured to provide for the strengths, needs and interests of the students. The "Essential Question " is written in teachers' units and lesson plans. The teachers use content-specific concepts. Teachers plan learning activities that actively engage students in "real world" concepts and integrate the concepts into student learning. The assessment connects to the concept. Some teachers begin class discussion with the concept and ask students how it relates to what they are learning. Some, but not all teachers integrate field-based learning into the curriculum. Diverse learner teachers, the 6th grade teachers, kdg. and 1st grade teachers integrate field-based learning into the curriculum. The 6th grade students participated in to Shedd Aquarium's Learning Lab: Exploring Anatomy Squid Dissection, where through collaborative dissection they learned the functions of squid structure. Teachers use the CPS Content Frameworks, planning guides and curriculum maps to guide, pace and design instructional units and lessons in the core subjects. The Network 3 Pacing guides are used by the teachers to ensure that all standards are taught in a logical order in reading and math.. The school has ordered the Sanford Harmony SEL curriculum to explicitly teach social emotional skills to students. The school does, however, integrate SEL into instruction. Kdg. - 5th students use Growth Mindset journals as a Tier 1 intervention, which include reading passages and activities to help them recognize their ability to learn, embrace challenge, persevere and discover how they can grow from mistakes and failures. Middle school students read articles and complete activities in Scholastic's Choices. It is used as a Tier 1 intervention, teaches the students about digital citizenry, personal health, mental health life skills and social emotional learning. The School/Climate Team creates a monthly SEL newsletter that addresses SEL and states the specific goals for each grade as well as the content that will be discussed. In a school-wide SEL survey given to the teachers, 79% of them embed the ISBE SEL Learning Standards into their lesson plans. Teachers provide opportunities for students to practice SEL skills by teaching them how to use effective communication skills while collaborating and/or during a socratic seminar. In math classes, students are taught to display determination when making sense of problems and persevere in solving them. In literacy, students are taught to recognize emotions of characters. Teachers give mini-lessons on emotions and communication and students are asked to reflect on how choices affect their future. Students in every classroom are given goals and taught to work towards meeting them. Students have access to diverse curriculum materials. Literacy curriculum materials consist of guided reading leveled books. The fiction and non-fiction leveled books engage students with authentic and strategically challenging texts to encourage active reading, problem-solving and deep comprehension skill. The school purchases novels for students in grades 2 - 8 to allow for students' cultural and emotional organization, stretch their minds and help them grow moral capacity. Classrooms have multi-cultural libraries to support the instructional program and give students choices in selecting books to read for information and pleasure. The libraries contain several genres, including books with SEL themes and favorite authors. Scholastic magazines with digital resources are curriculum materials that contain current events and news articles. The news articles and activities embed the core SEL competencies, identified by CASEL and allow students to build non-fiction reading skills, increase content knowledge and enhance math, social science and science skills. Bilingual classrooms have ESL and culturally relevant materials for their curriculum. Diverse learners supplement with the Unique Learning System, which is CCSS-aligned. Curriculum materials are ordered in English and Spanish.

Primary and intermediate grade teachers use science and social studies text sets to help students create, disseminate and critique information in those disciplines. Middle school teachers use the SEPUP curriculum, which is aligned to the NGSS. The curriculum allows students to read about societal issues and problems as themes, with an activity based approach to engage in science inquiry. Supplemental curriculum based on learning objectives and needs include workbooks for phonics, handwriting, vocabulary, close reads and grammar, usage and mechanics. The GO Math! curriculum embeds vocabulary, and writing for problem-solving and to reflect on information. Pictures and diagrams support learners with problem-solving and graphic organizers are used to help students generate nonlinguistic representations. The computer lab, multi-media center and online reading/math lab includes over 65 hyperlinked websites, including but not limited to Battle of the Books, Boom Writer, Video Books, Diverse Learning, Current Events, Lexia, Starfall, Free Rice, National Geographic, Computer Coding, Play Chess and Washington Post. Technology programs for all students include IXL Math and Newslela

- 3 - Instruction
 - 4 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
 - 4 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 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:** Burbank School creates a culture that reflects high expectations for all students through student ownership of data. The NWEA student goal setting is a focus point for conferences and increasing RIT growth and attainment. The primary grades are made aware of their progress through shared reports with parents (NOW WHAT) and the color coding for ?Go for the Green? which indicates benchmark. The belief and consistent communication that all students can learn is reinforced by the students leading the Burbank motto over the intercom, ?I am good, I want to be better, I will not stop until my good becomes my best. Failure is not an option.? According to the 2019 5 Essentials Survey, 52% of the students responded that their teacher gives specific suggestions about how they can improve their work in this class. Encouraging students to recognize the value of their learning is evident through the school wide celebrations such as ?Shooting Stars? where academic progress and effort is celebrated at a school wide assembly quarterly. The climate and culture for learning is a focus area for peer collegial observations where students encourage one another to reach goals. The student response rate addressing cultivation and reinforcement for curiosity, resilience, and hard work in an environment where students feel safe to share misunderstandings and struggle is 56%. Students responded that teachers are willing to give extra help on schoolwork if I needed. Additionally, extended after school programs, Jr. Achievement and student council civic engagement opportunities have afforded opportunities to ignite student excitement for

learning. Creating an environment where students take responsibility for their own learning is evident in the response rate from the 2019 5 Essentials Survey when students were asked if they try hard to get good grades. 41% responded "most of the time" and 39% of the students responded, "all of the time." A supporting factor to this is the shared agreements between students, peers and teacher to script and post the document that includes ownership for learning. The percentage for students feeling that it is important to pay attention in school ranks at 74%. 46% of the students responded "most of the time" and 28% "all of time". Differentiating expectations are demonstrated on the "stretch goals" teachers create for students. The NWEA summative assessment provides growth targets for classrooms and student level. Burbank School conferences with students about growth, the student / teacher conferences center around growth profits, growth surplus and surpassing goals. This is achieved as the school 1+ rating indicates. The overall growth percentile, according to the 2018 - 2019 data reads as 90%tile in reading and 55% tile in math. With this data, the charge is to provide increased support in math. Recognizing high level of student achievement and progress and providing all students with recognition is highlighted in the following school programs: Chess, Shooting Stars, Academic Assemblies, Local National Scripps Spelling Bee, Battle of the Books and NWEA Highest Growth Awards Program which includes recognition and prizes. Additionally, school leadership roles which include student led morning announcements and student led Burbank motto showcase students as their names are announced. The Special Olympics team members have consistently won gold medals and their successes are celebrated school wide. All students are showcased with accomplishments whether in the arts through Merit School of Music, our winning sports teams or academic scholars' teams. The School administration shares the ASPEN BAG Report that identifies individual students and areas for support. The report includes behavior, attendance and grades. From an analysis of these reports every 5 weeks at both the administration and classroom level, specific students showing support in either of the areas is targeted for help. MTSS personnel work with tier 2 and 3 students, while the tally for student attendance and classrooms with perfect attendance is announced daily. Some ways which high attendance is celebrated: School attendance dances for classrooms with the highest attendance, classroom trophies and classroom parties. The 2019 - 2020 SQRP rates the average daily attendance for grades k - 8 as 96.3 percent. Teachers plan for culturally relevant , high quality tier 1 instruction in both academic and social emotional learning. This is evident in the intentional planning for cultural relevance. The diverse leveled bookroom serves as a resource in planning to include not only leveled books, but native language and cultural relevant materials from across several ethnicities. School wide Black History Assemblies, Cinco de Mayo and El Dia de Nino are well attended by the school and community. Lessons and resources provided from the CPS Knowledge Center with African and African American Studies Curriculum and the Latino and Latin American Studies Curriculum are embedded in instruction and reviewed at grade level team agendas. Parent Workers and volunteers serve as a valuable element in cultural planning and engagement opportunities for all. Learning goals are made relevant to students by way of signed student agreements and "contracts." The NWEA student growth (ASG) reports and projected proficiency reports are reviewed at teacher / student / parent conferences and serve as the foundation for goal setting. Informally, part of the teachers first week of school and getting to know students is to engage the class in goal setting. The primary students, k-2 communicate with parents goals for the year and also break it down

by the periodic cut points for benchmark success. The learning goals are made relevant by celebrating the small successes along the students learning trajectory. Scaffolding instruction to allow for accessibility to complex texts is evident in the 2019 SQRP where 61% of the students responded that they agree that "this class really makes me think" and 30% strongly agree. Intentional planning with the GRR Model (Gradual Release of Responsibility) and collaborating with colleagues by way of peer observations serves as a support to this model. Additionally, equity for diverse learners and second language learners is achieved through texts and tasks. Resources from DePaul.edu Polk Brothers, Khan Academy, Riffresources, Reading A-Z, GO Math and NewsELA are valuable for lessons by RIT, by language proficiency and interest. Providing instruction designed to develop language domains for English learners is evident in the following: 12 bilingual classrooms, WIDA Can Do Descriptors by language domains are posted, proficiency levels and key use of language are posted and bilingual coordinator support to EL students. WIDA training is facilitated by the Bilingual Coordinator and referenced through grade level planning time and collaboration with the literacy coach. Levels 1 - 6, from entering to reaching are language proficiency levels that provide a guide in planning and conversations around meaningful participation of language learners in the standards based curriculum, instruction and assessment. To create opportunities for students to make choices about texts, instructional materials and tasks is evident by way of the middle school student interest inventory and at all grades by self selection in the classroom libraries. Choices within contexts are suggested and ultimately students' voice is the selection. This is evident in the digital literacy programs when NewsELA stories of top interest are suggested and the students individually select which they will read. In math, there is evidence of task selection with Problem of the Month by level and task complexity. Again, the students are the ones who make the selection for themselves. At the primary level, this is evident at leveled reading time and several titles are available per bin by reading level. Over half of the classroom observed have student selected informal assessment embedded in instruction; whether it be exit slip, gist activity, paragraph summary or student vocabulary journaling. Setting academic and personal goals in demonstrated through classroom goal setting and student goal setting. From k-2, the goal for the class is posted. The teacher adheres to the goal setting by cut points from the Amplified TRC levels by 3 periods in the year. (BOY, MOY, EOY). Grades 3 - 8 have goals posted according to the target for NWEA growth by spring. NWEA Individual student reports are signed and a point of conversation with students as to their progression periodically. Personally, the goal to be better is announced by students on the intercom in the morning.. "I will not stop until my good becomes my best" Failure is NOT an option." To create opportunities for students to provide input for how their learning will be evaluated is evidenced in choice boards, writing assignments by choice of topic, and differentiated tasks; while still adhering to the same CCSS. Additionally, digital literacy programs offer choice in evaluation of students' comprehension through suggested activities such as comprehension questioning, vocabulary quizzes, writing activities and teacher designed assessments. Creating opportunities for students to decide where they learn best is evident through a survey. At the primary level, students are offered choice in small group instruction, centers and library corners. In the middle grades, students are offered a choice in large group; whether that be the library, the computer lab or the science lab. Depending on scheduled availability, the students are surveyed and the majority rules. Burbank School includes alternative pathways, including choice of content, varied level of

support and challenge and options for sustaining interest and motivation which is evident in the after school program and extra-curricular activities menu of options for student engagement. Science club, chess team, tech ninjas, color guard, book club, and sports teams offer students choice and increase motivation. Materials that promote hands on learning is evident at Burbank School through the computer lab and library Chromebooks and computers in the library for research and inquiry. The digital experiences enhances learning, ignite inquiry and motivate further research quests. Some examples include: CNN for Kids, Khan Academy, NewsELA, Reading A-Z and of endless value is the SOAR, Seeking Online Access to Resources. All teachers are provided with a PD, facilitated by the librarian who highlights the benefits to students when teachers apply SOAR in instruction. According to the 2019 5 Essentials Survey, the area of use questioning and discussion as techniques to deepen student understanding earned a very strong performance level of 92. The opportunity for students to engage in respectful discourse has been a foci point in lessons and an area to rate under Reflect and Learn, use of questions and discussion. The 2019 5 Essentials Survey stated that students rated 63% in the area of students building on each other's ideas during discussion, Professional development and Network led instructional rounds have supported the work around Depth of Knowledge questioning and use of sentence stem starters for both teachers and students. Use techniques that allow students to formulate their own questions, engage in each other's authentic discussion was a foci point at the Spring 2019 instructional rounds walk through. High ratings from network feedback indicated that the use of Depth of Knowledge sentence stems was effective in engagement levels for student to student discourse. This supported the expectations for students to cite evidence in argumentative writing and dialogue. Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning is evident in the close reading during the literacy block. To defend by citing text and from digital sources, students are challenged in their thinking to make inferences and judgments based on articles and sources providing heavier evidence. Opportunities to allow students engagement in productive struggle is demonstrated in the Math Problem of the Month and task performances. Provide students frequent, informative feedback is demonstrated through the practice of writing feedback that provides instructional guidance for student improvement. The practice of suggestions made for the learner and not the actual assignment are relevant as we grow life long learners. The use of rubrics supports these efforts. Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated is demonstrated through the re-teach practices at Burbank School. Success and mastery is not expected on the first try, so the adjustments, the planning for differentiation and tweaks made in the process, product and content to ensure student success is applied To engage all learners in content areas by differentiating and fully integrating opportunities for all learners is applied with the UDL and the focus this year for equity for all learners. According to the 2019 5 Essentials Survey, 65% of the students agree and 23% of the students strongly agree that the topics they are studying is challenging and interesting. 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). Guidance in supporting key shifts and practices among disciplines is evident in lesson planning and classroom observations. Coaching and peer collegial observations with actionable feedback support this charge. Pacing guides and resources from the CPS

Knowledge Center are valuable resources that are foundational in the application of key shifts at Burbank School.

- 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
 - 4 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
 - 4 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 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
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** The school uses the CPS Assessment calendar for testing and logistics. Assessments is a topic that is on the teacher team meetings. The teachers plan formative assessments during unit and lesson planning, and they analyze assessment. Instructional changes do occur as a result of assessment data. 2018-19 NWEA Literacy results indicated that the students scored lower in Vocabulary Acquisition and Use than any other Goal Area. Teachers collaborated on strategies to improve student achievement in vocabulary. NWEA Spring results indicate that Vocabulary is now the highest strand in Literacy. On the 2019 Collective Use of Assessment Data Supplemental Measures, most teachers report that they frequently review assessment data every three to four weeks. The teachers do use universally designed assessments to allow for the various ways for students to show their learning. As noted in lesson plans and observations, these include but are not limited to exit slips, graphic organizers, oral presentations. Multiple measures are used to provide a more comprehensive picture of student learning. These include Go Math! assessments, IXL math, Digital COACH Literacy Assessments, COACH ELA and Math assessments and Razz-Kids. Students with significant disabilities use Unique Learning System Assessments. The ILT, GLT and MTSS team use the PSP approach to screening, diagnostic, and progress monitoring assessments in order identify the gaps and monitor improvement, and to ensure for a full range of relevant explanations and to control potential bias from any one source. Accommodations are provided for EL's and diverse learners based on CPS guidelines. Native language limitations are provided for EL's. Accommodations for diverse learners are based on information in IEP's and 504 plans. These include repeated or clarified directions, use of read alouds, manipulatives extended testing time or any other accommodation that is included in the CPS Assessment Framework. Assessments that reflect the shifts in

literacy includes COACH Digital, RAZZ-Kids, NEWSLA. Assessments that reflect the shifts in math are Go MATH assessments, IXL, and assessments from the Knowledge Center, including FALS, POMS, and MARS Tasks. Teachers are aware of the Assessment Design Toolkit, however they need time to fully understand it. The ACCESS test measures the development of academic language for EL's. All teams have access to tests to analyze data. Teachers do work together to build common assessments per grade level. These are based on skills that they are targeted to teach. There has been professional development on assessments, but the teachers have not engaged in professional development on the Assessment Design Toolkit yet. Common protocols are used to calibrate the REACH Performance Tasks. Assessments are aligned to the tasks. Academic Press Data on the 5 Essentials reveals that 44% of the student respondents think that the teacher asks difficult questions on tests most of the time, 12% responded all the time, and 41% responded once in a while. Academic Press is rate Neutral on the 5Essentials Report. Course Clarity is rated Neutral on the 2019-2020 5Essentials. However, 54% of the student respondents and 42% of the student respondents indicate that it is clear to me what I need to do to get a good grade. 61% of the student respondents agree and 25% strongly agree that they learn a lot from feedback on their work. Teachers collaboratively develop grading policies by grade bands. The uniform grading scale for each grade band communicate high expectations and provide an opportunity for higher grades to be earned. Students are allowed to redo assignments to get a higher grade. Each of the grading policies includes a scale to be used for missed and late assignments, which provides students a second chance. Teachers explain the criteria and standards for which they hold the students to/ Teachers reinforce and remind students about what they are learning and the grades that they will receive. Grading policies are posted in the classrooms, and are shared with the parents during Open House. The grading scales are shared with staff who need to make decisions about the student. Grades are not used as a form of punishment. 2019-2020 Distribution of Grades on Dashboard indicated that the number of F's and D's have decreased from Week 5 to Week 15 and number of D's have decreased from Week 5 to Week 15.

- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 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)
 - 4 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)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 4 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)
- 4 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)
- 4 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 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)
- 4 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)
- 4 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)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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)

- 4 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:** Universal supports to prevent failing include school-wide expectations, student rules, shared agreements, The Shooting Star Incentive Program, Character Education Program, SEL instruction, Dean of Students. The MTSS Team meets with the grade levels at MOY and EOY to review and update the interventions that are in place. The SEF rating scale is used as a guide to determine if our SEL-MTSS goals are being implemented with fidelity and whether changes should be made. Teachers have received the link from the Knowledge Center along with the MTSS Implementation guide. The administration has provided MTSS Intervention staff (retired teachers and parent workers) to assist in the implementation of MTSS plans for the students. All of the students are progress-monitored through District-Wide assessments. 2019-2020 Burbank MTSS Active Plans on ASPEN show that 75 students are receiving Tier 3 interventions. 56 are receiving literacy support. 34 are receiving math support and 7 students are receiving support in SEL. Based on Progress Notes, the percentage of students making Progress are 75% in literacy, 85% in math and 90% in SEL. The administration has assembled a core MTSS team, which includes an Asst. Principal, Literacy Coach, Case Manager, Counselor, Social Worker, School Psychologist, MTSS teachers and lead grade level teachers. Each team member provides data and support to drive instructional decisions that are critical in implementing MTSS services for the students. The MTSS Team uses DIBELS, mCLASS, TRC, ACCESS, REACH, NWEA, CPS Benchmark Assessments and easyCBM data to determine the Tiers for intervention. The team has developed a "Menu of Interventions" for Tiers 1, 2 & 3 students in language arts, math and SEL. During grade level MTSS meetings, teachers update MTSS plans to add progress notes and update the team on student progress. A tier review is recommended for the students to determine if "escalation or de-escalation" is needed. For SEL concerns, information is shared with all involved staff members, such as prep teachers and teacher assistants. The MTSS Team, teachers and intervention providers have and used the Problem Solving Process to identify causes and contributing factors to determine students who require additional, explicit and more focused instruction to meet academic or behavioral goals. The data that the Team uses to define the problems and take action on include DIBELS, mCLASS, TRC, ACCESS, REACH, NWEA and CPS Benchmark assessments. Students who are receiving direct instruction at Tiers 2 & 3 are progress-monitored weekly to determine if the intervention is appropriate and successful. If not, the team will meet to determine how the instruction of intervention needs to be adjusted. Literacy materials that provide for differentiation includes guided reading text sets, CCSS ELA Coach, scholastic magazines, RAZZ-Kids online program. Go Math! CCSS Math Coach, and IXL online platform provides for differentiation in math. The general education, bilingual and diverse learner teachers do provide different materials Bilingual teachers have materials for native language and ESL. Cluster students use the Unique Learning System. General education and Bilingual teachers provide researched-based interventions for students who need additional support in academics, behavioral and SEL skills. A Behavioral Health Team member collaborates with the teachers and staff to support and develop/input strategies for students with intense social-emotional needs. The school has online referral form to refer a student. From their, the counselor or social worker evaluates the student's need to determine appropriate supports. In addition to the individual interventions for students with significant personal needs, the counselor and social

worker have weekly small group interventions to support students with common social emotional needs. At grade level meetings, there is a focus on analyzing classroom data for the purpose of improving instruction, reteaching and prioritizing instructional needs. Progress monitoring data is used to determine root cause and area of need for students in Tiers 2 and 3. The MTSS plans are reviewed by the intervention teachers and classroom teachers. Progress notes are added to the MTSS student plan. The school uses monitoring tool that includes the intervention goal, method of strategy used, duration (minutes and number of sessions per week), and a tool is used to monitor/collect benchmark data on student progress. Data is used to update individual MTSS plans. The parent/guardian is notified by phone call, conference and written notice when their child has been identified as tier 2 or Tier 3 interventions. The parent/guardian is offered additional conference with the teacher counselor or social worker and administrator to review concerns. For trauma sensitive services, an in-person conference is scheduled with the parent/guardian; student is included if appropriate with parental consent. Parent/guardian is notified by a phone call, conference and written notice when the student has been identified as needing Tier 2 or Tier 3 interventions. Administration and school teams have LSC meetings on the third Friday of the month to discuss and PSP concerns of the community. Parents have been given an overview of MTSS implementation and Tier 1, Tier 2 and Tier 3. The MTSS Team and BHT value and discuss parental input when considering interventions for students. When appropriate, additional meetings are held with the parent/guardian. The parent/guardian is notified and encouraged to participate in supporting their child outside of the school hours. Additional supports are recommended such as after school and/or local library homework help support services. The MTSS Team uses the SAM at the BOY, MOY and EOY. Currently we are at the Emerging Level as our MTSS program is yet developing. The team has developed a school-wide self-assessment survey to get feedback from teachers on how they feel the team can improve and develop new goals for the upcoming school year. The MTSS Team has been using the ASPEN Logging Tool to monitor the implementation of interventions and outcomes for Tiers 2 and Tier 3 students. Teachers have been given professional development on using the MTSS ASPEN Logging Tool Document. School teams have collaborated to evaluate and improve the MTSS Framework and implementation of the program. The SAM tool is used as a guide to improve the process. The administration supports the MTSS program and continues to provide additional materials, staff and time to improve the quality of differentiation for the Tier 2 and Tier 3 students.

- 4 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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:** The school has procedures in place for transitions. Teachers in grade levels have input in assigning students to their new classrooms for the new school year. They factor in academic progress and student behavior when assigning each student's placement. When students transfer into the school, a request for

records is sent. Students are introduced to the class and are provided with materials to ensure that he/she is aware of the curriculum. Some teachers assign peers to help guide them until they learn the school, its policies and procedures. Newcomers are given the WAPT screener to determine the level of proficiency. English Language Learners are properly identified based on the WIDA guidelines. Students who qualify for bilingual services are placed in classrooms with a certified bilingual teacher who provides native language instruction and ESL. After the student transitions out of the bilingual program, the student continues to receive ESL support from teachers who are ESL certified and the ELPT. Academic progress of transitioned students are monitored for at least 4 years after the student met the proficiency criteria on ACCESS. Teachers use the Progress Monitoring Form for Transitioned Students that is provided by OLCE. At risk students are targeted to attend after school classes in order for them to receive additional support in reading and math, thus reducing the risk of failure. Each teacher sends home a supply list for the upcoming school year; and they send home a list of recommended books for students to read during the summer. In order to avoid the summer slide, Pre-k - 8th grade teachers send home summer learning packets to reinforce the knowledge that is learned during the school year, and help prepare students for the upcoming school year. 5th through 8th grade students check their grades and attendance in the computer lab on a weekly basis to monitor their progress and attendance. students are allowed to check their grades on ASPEN in the school library and computer lab, and they are given opportunities to redo assignments, thus allowing them to advocate for themselves and improve their scores. teachers discuss test results with students. Teachers in grades 3 - 8 distribute the NWEA Student Goal Setting Worksheet, and students use them to set goals for themselves. Every classroom receives Scholastic magazines. Articles and activities are embedded in the magazines that meet CASEL's core SEL competencies. Lesson plans indicate that teachers provide structured opportunities for students to develop their foundational, SEL and 21st century skills by providing learning activities that are in Scholastic magazines. As noted in observations and learning walks, 100% of the general education and bilingual students engage in group work and use group norms that are taught by the teacher, which helps them develop self-regulation skills. At this time the school does not offer 8th grade students Algebra classes. The school receives K - 8 Out-Of-School (OST) Award Program Funding to execute the milestones in our CIWP. Burbank school offers 16 after school classes that provide students with opportunities to discover their personal talents and skills. The counselor provides guidance to 8th grade students and workshops for parents and students throughout the high school selection, application and enrollment process on the GoCPS website. To help prepare the 8th grade students for a successful transition to 9th grade, former graduates return to address the procedural, social and academic changes that will occur. 4th through 7th grade students are invited to attend the 8th grade graduation dress rehearsal to motivate and inspire them to set a goal to graduate from elementary school. Junior Achievement volunteers come to the school and present their College and Career Readiness curriculum to students in grades Kdg. - 8, which fosters their understanding of financial literacy, the value of staying in school and let them know about their available scholarships. The counselor organized three parent workshops for the parents who needed help with GoCPS. Information was posted on the Burbank website and the counselor attended the LSC, BAC and PAC meetings to provide information to the parents. There is a 100% completion rate on GoCPS. Students created their accounts and chose their future schools. The counselor provide information to

parents on High School Fairs, Investigation Days, Shadow Days and Open Houses. Handouts were given to parents and all information was displayed on bulletin boards and the Burbank website. 8th grade students and their parents attended the High School Fair that was hosted by Prieto to expose them to different high schools in the City of Chicago. 8th grade students participate in High School investigation Day to observe students in high school, experience a freshman schedule and understand what is needed to be successful in high school. 6th through 8th grade students complete lessons in career exploration and goal setting for their future education and occupations in Naviance. The students completed their assigned tasks and are up to date on their ILP's.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 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:** Peer Relationships is Very Strong. The school received an aggregate score of 93 on the 2019 5Essentials Supplemental Measures 90% of the student respondents agree and strongly agree that they treat each other with respect. 88% of the student respondents disagree and strongly disagree that they do not like to put each other down. Students treat each other with respect, work well together and help each other learn is rated 93, which is Very Strong on the 5Essentials Supplemental Measures. REACH Teacher Evaluation data indicates the teachers create opportunities for students to build positive relationships through classroom organization and pedagogy. Teachers develop inclusive classrooms. They facilitate collaborative learning in which they create groupings for instruction, which allow students to practice social skills, such as active listening or respectful disagreeing. Students are paired to go on errands, which allows them to get to know each other. Opportunities are created for students to learn skills. Parent/Guardian data on the 2019 MVMS Survey indicate that 92% of the parents mostly and completely agree that their child feels they are part of a community at Burbank School. Teachers sponsor student clubs and activities that promote connections around common interests. Examples are the after school Tech Ninja Club. They learn to troubleshoot and repair computers. Advanced club members tutor new members how to troubleshoot computers. The Audio-Visual Club members work with students from multiple classrooms. Kdg. - 2nd grade students are paired as reading buddies and study buddies, which helps them to develop interpersonal skills. Student data on the 2019 5Essentials Supplemental Measure indicates that School Connectedness is Strong, meaning that students feel included in the school's community. Teachers integrate the concepts of discipline and respect into cooperative learning by giving student groups explicit directions and group norms for collaboration. Teachers teach about empathy. Students are taught SEL traits. The school has an established SEL Character Development program, which includes monthly themes. The character trait, its meaning and a guiding principal of trait is announced over the intercom. Lesson plans show that teachers plan learning activities that correlate with the monthly themes. Teachers support students to show compassion and support

one another. They model it, teach commonalities in people, give students frequent opportunities to perform small acts of kindness, and they explicitly condemn acts of hatred and violence. At the beginning of each school year the staff has professional development on the classroom environment. Topics that are addressed include creating a positive learning environment, developing shared agreement to that support safe and respectful behavior and modeling respect for all students. In 2019 the staff has engaged in professional development on Collaborative and Proactive Solutions. This workshop focused on reasons that students have challenging behavior and how to reduce challenging episodes. Students with higher level needs are assigned staff members who they check in with and talk to. Teachers foster supportive relationships to de-escalate behavior and attendance issues by having personal conversations with students, sending home positive notes and making positive phone calls to parents. They acknowledged students for their efforts. Middle school teachers attend after school sports activities. Teachers and students have sports competitions. As noted on REACH Teacher Evaluations, 100% of the teachers are proficient and distinguished in creating an environment of respect and rapport. They model social skills by saying please and thank you, Teachers work closely with small groups of students to allow for greater personalization and individualism. Teachers call students by their names. Teachers speak with students at eye-level by sitting at tables with them or kneeling beside them. Students with higher levels of need do have assigned staff they check in with or who serve as mentors. The social worker and psychologist are implementing Check-in Check-out. It is also utilized by 2 classroom teachers and the security guard. Morning and afternoon announcements includes acknowledgements of students who contribute to the school community. The students receive School Service Awards recognizing them for their positive contributions to the school, and their success stories are featured in our school newsletter, Que Pasa. Students pictures are taken and put on the bulletin boards in the school. Staff interactions are more positive than negative. 95% of the student respondents on the 5Essentials Report agree and strongly agree that their teachers treat them with respect. Teachers redirect students with visual and verbal cues, and provide logical consequences. They discuss the shared agreements, praise students for their efforts and give points for good behavior. Some teachers use Class Dojo. Related service providers do serve in the classrooms as determined by student IEP's and 504 Plans. The speech pathologist and occupational therapist facilitate cooking and creative arts activities in cluster classrooms. The social worker and speech pathologist facilitate interdisciplinary SEL and vocabulary activities. The physical therapist provides training sessions, including evacuation chair training, body mechanisms, and transfers. The school received an aggregate score of 86 for Collaborate Teachers on the 2019 5Essentials Report. Teacher-Teacher Trust received a score of 93, and is rated Very Strong. 98% of the teacher trust each other, meaning that teachers are supportive and respectful of one another personally and professionally. 5Essentials data indicates that 98% of the teachers feel respected by other teachers, respect colleagues who are experts at their craft, and feel its okay to discuss feelings, worries and frustrations with other teachers. Our community partner, Horace Mann has a staff appreciation meal, and the school participates in functions in which staff eat lunch or dinner together, which helps to build social and collegial connections among the staff. Teacher Team Meetings one shared leadership structure that is in place. Each grade level has a team leader. Staff to work together toward school improvement. The structure is built on trust. The principal focuses his efforts on improving instruction using data He is transparent,

gives goals based on data and allows collaboration to improve outcomes. He provides praise and gives updates on improvements towards goals. The principal values and is responsive to their feedback. Teacher-Principal Trust is rated Very Strong as noted on the 2019 5Essentials Report. Teachers communicate openly and are free to express their concerns. Teachers use group norms and work collectively, which requires active listening to each other and accepting each others opinions in a nonjudgmental manner. The principal has an open door policy. 2019 5Essentials data indicates that 98% of the teachers feel its okay to discuss feelings, worries and frustrations with the principal of Burbank School. 95% of the teachers trust the principal at his word, and the teachers feel respected by the principal to a great extent.

- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 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:** 82.2% of the students completed the 2019 5Essentials Report at Burbank School. A 2019 analysis of the Student Voice, Engagement and Civic Life Report indicates that few of the components are evident school-wide. Teachers do implement some of the Civic Learning Practices Indicators. Lesson plans reflect that Kdg. - 8th grade teachers utilize the CPS Social Science Framework to plan units of instruction to teach about the structure and functions of the government, locally nationally and internationally. Literacy in civics is integrated in the Social Science Framework. Teachers do use best practices from the Civic Learning Practice Indicators. Teachers provide Direct Instruction by using materials that are not contained in text books to make explicit civic learning connections. Students learn about politics, the structure of the government, and its functions by reading Scholastic news articles, engaging in learning activities, and reading articles on the online platform, Newsela. All students learn about the Constitution, which is a topic in the Scholastic News Magazines. Students learn about the local and national voting process; however, Voter education and registration does not occur at the elementary level. Simulation and role playing does not occur. Middle grade students watch the Presidential Inauguration every 4 years in the school auditorium to see the ceremony that marks the Commencement of the President's new 4-year term. The 7th grade classes have a Constitution Tournament, in which classes take 7 quizzes on their knowledge of the Constitution. Classes compete for the highest class average on the quizzes. All 7th graders are required to pass the Constitution test, which is given after the tournament. Lesson plans and classroom observations give evidence of student discussions. Students do learn how to engage in conversations and listen to one another. While data from the 2019 5Essentials indicate that teacher's rated the Quality of Student Discussions 92, Very Strong, meaning that students participate in classroom instructions that build their critical thinking skills. On the same Report, 36% of the students discuss a connection between a reading and real life people or situations twice a wee, and 29% of the students report that they have those types of discussions almost everyday. Teachers do select issues that resonate with

students, such as vaping. Students are exposed to controversial issues by discussing news events and reading current about events in news articles on the online platform, Newsela, are expected to form an opinion and cite evidence to justify a reason to justify it. 97% of the students on the 2019 5Essentials Report indicate that they sometimes and always use data and text references to support their ideas. While students read news articles online, there is no evidence of students learning how to find different points of view online, now how to engage in productive online dialogue. Assignments that teachers give students to explore their identities include completing a "Things You Should Know About Me" questionnaire that is filled out at the beginning of the school year. Primary teachers give students writing prompts, such as What Do I Care About. Students draw pictures of their families and make collages to represent who they are. Middle school students write about themselves in journals 8th grade students form talking circles once or twice a month. The teacher facilitates discussions centered around current events in the news and community. They also include topics in the Reparations Won curriculum, which they study each year. According to student data on the 2019 5Essentials, 100% of the students provide provide constructive feedback, and 100% of them report that most students participate in the discussion at some point. As noted in lesson plans, all students are exposed to the African-American and Latino & Latin American History curricula. Students learn about the culture of Native Americans and Women's History Month, which are topics in their magazine articles. School activities incorporate Black History, El Dia del Nino and Cinco de Mayo assemblies. Students are allowed out of uniform days to wear colors that reflect other peoples cultures and learn about their traditions. Parents make costumes, decorations, and perform ethnic dances for the EL Dia del Nino assembly. Posters, flags and other educational materials are featured throughout the school that reflect cultural diversity. The school has the newly formed Student Council whose members write newsletters, give SEL surveys and orchestrate school service learning projects. The Student Council members encourage other students to take on active roles in the school and community, and they conducted a winter food drive to benefit families in need. Students are given voice though classroom democracy, choosing extra-curricular activities. Student responses on the 5Essential Report are used to make positive changes that impact their learning experiences. Students learn about community, city, state and national leaders and their roles, but interaction with civic leaders is limited. Students are exposed to careers through classroom and extra-curricular activities. The school offers students music, sign language, Tech Ninjas who trouble shoot and repair computers, art, dance and French, which exposes students to careers. The school implements service learning to foster increased student knowledge and them in personally-relevant service activities. The school works cooperatively in partnership with peers and the community to advance causes. 6th grade students donate 2 hours of time to Feed My Starving Children to hand pack meals for hungry children in 70 different countries. The 6th grade students create bedside packets for patients at Shriners' Children;s Hospital. Burbank is a "We School" and participate in We Day. The service learning activities promote problem-solving and action planning skills, which will enable students to become young activists and change makers The goals for the students are to investigate how experiences elicit different perspectives, identify the issues that aspire change and select and create an action plan for it. Community partners do come to school events, but it is on a limited basis. School leaders are committed to a school-wide civics culture. However, professional development

and collaboration time are needed to fully incorporate civics across the disciplines.

- 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:** School Safety is rated Very Strong as indicated by student respondents on the Supplemental Measure of the 2019 5Essential Report. 78% of the students disagree and strongly disagree that they worry about crime and violence in the school, 78% of the students disagree and strongly disagree that students are teased or picked on and, 81% of the student disagree and strongly disagree that students are threatened or bullied at Burbank School. Teacher Safety received an aggregate score of 79, and is rated Strong on the Teacher Safety 5Essentials Supplemental Measures, meaning that teachers report little or no disorder in the hallways or physical conflict among students. The school works toward ensuring a safe environment. The school has a "Be a Star" framework for positive behavior, which is posted throughout the school in strategic areas and it is posted every classroom. "Be a Star" articulated over the intercom throughout the school year. The framework is shared by the entire school community. The school has a safety-school plan that outlines procedures for the safety and security of the students and teachers. Teachers share the contents of the student handbook, which includes procedures and rules for safety and security with the students at the beginning of each school year, and throughout the school year. The teacher handbook, which is distributed yearly contains the policy and safety procedures for emergency evacuations and crises management. The safety procedures are displayed in each classroom. The staff receives training at the beginning of the school year on safety procedures to protect the learning environment. Adults actively supervise in all settings. Aggregate data on the 2019 5Essentials indicates that 4th and 5th grade students rated the school 73, which is Strong on Safety. Students feel somewhat and mostly safe outside the school, in their classes and in the hallways. Of these locations, there are more 4th and 5th grade students, 8%, who do not feel safe outside the school. The technology coordinator implements the NetSMART Workshop (an interactive, on-line educational program) in the computer lab for 5th through 8th grade students. This workshop focuses on the importance of decision-making and consequences for internet safety, cell phone technology, emails, Snapchat, Instagram and privacy. The school funds positions for a security guard, part-time policeman, Dean of Students and support staff who provide supervision before and after school in the lunchroom, on the playground, and inside the school. To support the staff in understanding the impact of trauma, the staff received professional learning from OSEL in Creating Trauma Sensitive Schools in August, 2019. The school has referral and screening procedures for students exhibiting social, emotional and behavioral issues. After speaking with the teacher, the teacher refers the incident to the Dean of Students or the counselor if they feel unsafe or if they are struggling emotionally. The school has established procedures for reporting and responding to concerns about safety and well-being. The Dean of Students is responsible for issues dealing

with safety and bullying. The counselor is responsible for issues with loss, grief or sexual abuse. The staff received training on the CPS-established protocols for bullying at the beginning of the school year. Network 3 has provided support in reporting incidences on ASPEN. The staff is aware of the criteria for classroom managed behavior and when to refer students to the office for behavioral issues. When students are disruptive to themselves and others in the classroom, the teacher will intervene, teach or provide reinforcements to correct the student's behavior. When major offenses occur and students show defiance, fight, skip classes and/or pose a danger or threat to themselves and others, the teacher refers the student to the Dean of Students or counselor. Response to the behavior is instructive, corrective and restorative. Parents are made aware of incident. The school has procedures to maximize instructional time. All announcements, if possible, are made at the beginning and end of the school day. Teachers and students are informed in advance when their daily schedules will be altered. Classroom routines and procedures are managed to maximize instructional time. Each classroom creates a shared agreement for norms, rules and consequences. Lesson objectives are posted, materials are ready for the lessons and teachers use timers and/or inform students of upcoming transitions. Schedules and names of student groups are posted, materials are organized and labeled. Students are given classroom responsibilities. Classrooms are organized for learning. In middle school, students come into the classroom and immediately take out their materials or complete Do Now assignments. 100% of the teachers are proficient or distinguished in Management of Transitions on the REACH Teacher Evaluations. Procedures for arrival and dismissal are written in the parent, staff and student handbooks. At the beginning of each school year, there are meetings to address procedures with all staff, parents, and the teachers address the procedures with the students. Schedules and written procedures are place fore student entrance and dismissal and for school-wide transitions such as escorting students to the lunchroom, washroom, auditorium on stairwells and throughout the halls. Support staff are assigned duty posts in strategic areas inside and outside the school to monitor students entrance and dismissal. At the beginning of the school year, the physical education teacher and teachers taught bicycle and walking safety from the Child Pedestrian Safety Curriculum. Due to the school's close proximity to the train tracks, the school arranged for a community organization, Operation Lifesaver, to present their curriculum to students in grades K. - 8 on making safe decisions around railroad, tracks and trains. During instructional time, students are in classrooms. They must have a pass from the teacher to leave the classroom. Routines and procedures are reinforced throughout the school. When students enter the building, they are greeted by support staff who guide them towards the breakfast stations and classrooms. Teachers are stationed outside their classrooms to greet the students as they enter. The school's Behavioral Health Team meets regularly to make decisions in order to promote SEL and create a supportive, restorative and trauma sensitive environment. They utilize a monitoring tool to identify areas of growth and create plans for improvements.

- 4 - Supportive and Equitable Approaches to Discipline
 - 4 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)
 - 4 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)

- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** The school has a common, consistent school-wide approach to discipline. School rules are in the Students Handbooks, which are distributed and read to the class. Rules with consequences and/or shared agreements are posted in each classroom. Each classroom has the "Be a Star" motto, which is read at the beginning of the year and throughout the year. Teachers teach competencies in the SEL Standards. Transitions and routines are taught. All areas of the building are monitored and supervised. Students are recognized and praised for positive behavior. Data is used to determine which behaviors should be retaught or reinforced. According to ASPEN data (Y.T.D), the top location for incidences are in the classrooms, and the reasons vary. Classroom Disruptions on the 2019 5Essentials, Supplemental Measures Report is rated Strong. 80% of the teachers report that mostly or none of the students create serious behavior problems in class. The school hires a Dean of Students who is assigned to monitor attendance and handle behavior incidences. At the beginning of the school year the administration addresses the staff on using the SCC. In the past, the staff has had training on restorative practices. When off-track behavior occurs, teachers use restorative conversations and ask restorative questions to better understand the incident According to 2019 - 2020 Safe climate Behavior data out of the top 5 responses of incidences, there has been 1 or 6.2% instructive, corrective, restorative consequence given (YTD). There are processes in place to meet the needs of of students who are impacted by behavior incidences. Adults avoid power struggles by addressing misbehavior privately and respectfully. When planning a disciplinary response, incident is investigated to determine it is an incident report or SCC violation. It is referred to either the school counselor and/or social worker (Title 9) or Dean of Students. The Dean of Students, along with the Assistant Principal are responsible for leading responses to behavior and restorative processes. They conference with students and parents to support students' positive social skills and collaborate to address strategies and motivational incentives to support students. Students are provided with opportunities to take responsibility for repairing harm. Students are given choices for solutions that can be used to repair relationships with peers. The school does engage the family as partners for dealing with off-track behavior. Collaboration with the parents is used at all levels of behavior problem - to gain insight, make them aware of the problem and to follow-up, reinforce the intervention and/or to develop a plan of re-integration. The staff engaged in professional development to understand the impact of trauma and using trauma sensitive approaches by OSEL in August, 2019. The staff has had training on de-escalation strategies. The school does use the menu of least intensive, moderately intensive and highly intensive response options that are in the SCC, which provides a multi-tiered approach to SEL interventions. Types of appropriate responses that students have been engaged in or referred for include restorative conversations, teacher/parent conferences, behavior contracts, Check In/Check out, and referral for counseling and/or social worker. When students require additional supports, the school utilizes the community providers that are in the District's SCC. A re-entry plan is completed for the student. In addition, the counselor and social worker conduct small group sessions utilizing the Act and Adapt curriculum by DePaul University, who has provided them training and materials. Out of school suspensions are a last resort. 2019-2020 Safe Climate Behavior data indicates that the school has had 14 or 87.50% for all groups of incidents. The ASPEN system is

used for documenting misconduct. When reviewing behavior data, the school does evaluate the degree to which equitable practices are applied.

- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 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)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 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:** The school values the utility of the parents. The school maintains relationships with the parents and builds capacity for strong parental involvement. Parents are invited and welcomed into the school. Parents are supported and warmly recognized by the school. Parents have a designated room where they meet regularly to hold meetings and have workshops to increase their skills and knowledge. More than 75% of the parents responded to the 2019 My Voice, My School. 97% of the respondents mostly and completely agree that they are greeted warmly by the office staff. The school invites parents to attend all events. The school proactively communicate with our parents on the Burbank School website and by sending home the monthly newsletter, Que Pasa. The principal sends home the school calendar, which lists events and dates they will occur for the school year. Invitations to assemblies are sent home by the teachers to remind parents of the dates and times, and they send letters home to invite parents on field trips. The administration has established a monthly breakfast with the parents, during which information is shared. School-wide activities and events are posted on the school marquee and on the marquee at the security desk. Parents attend the Shooting Stars quarterly assemblies, school-wide assemblies, chess tournament, sports competitions and they accompany classrooms on field trips. 100% of the Merit School of Music violinists' parents attend their annual Meritfest concert at Symphony Hall. Teachers and parents serve together on committees and collaboratively organize the Day of the Child Assembly, Cinco de Mayo activities and potluck lunches. According to the 2019 5Essentials Report Involved Families received an aggregate score of 79 and is rated STRONG. On the 2019 MVMS Parent/Guardian Report, 96% of the respondents completely and mostly agree that the school invites them to meetings and special school events. Parents are free to voice their concerns and provide input at parent meetings and LSC, PAC and BAC meetings. Parents visit the school and call the administration with questions and/or concerns and are given an answers in a timely manner. The principal sends home parent letters/surveys to invite them to meetings, and gets their opinions to increase parental involvement. 79% of the Parent/Guardian respondents on the 2019 MVMS Survey indicate that they have opportunities to participate in making

decisions that affect the whole school community. Data on the 2019 5Essentials indicate that 92% of the teachers agree and strongly agree that they think of parents as partners in educating children. The staff builds relationships, and see parents as partners in helping students learn, and value parent input. Teachers send home homework activities and projects that include family involvement. The primary grade teachers send home Home-Connect letters from Amplify with information and strategies to help their child succeed in literacy. Teachers send home letters and student passwords for the Learning A - Z websites and the Go Math! portal to inform parents of the online resources that can help boost student learning and encourage their use of online resources that are posted on the school website at home. Letters are sent home to parents to give them tips on how to help their child succeed on tests. As noted on the 5Essentials Report, 92% of the teachers report that parents support their teaching efforts. The school promotes the use of the Parent Portal in ASPEN. 2019 Parent Portal metrics indicate that 2.28% of the parents use the Parent Portal to check student grades. While the school does promote its use, many of the parents do not have computers at home. The school has a Parent Mentor Program. 5 parents have been hired to tutor struggling English Language Learners, provide one-on-one tutoring in bilingual and diverse learner classrooms. They also assist with cultural activities, assemblies and during student transitions throughout the day. Burbank Parent Mentors receive training on a bi-weekly basis by the Assistant Principal. The Literacy Coach provides formal training for parents and provides them with practical research-based information from *Colorin Colorado!*, a bilingual website which provides parents with strategies to help their child succeed in language and literacy. Parents can receive free information to help their child in literacy. The school assists parents to volunteer in the classrooms and participate in activities with the teachers. The principal has meetings with the LSC and other parent groups to help them understand topics such as assessment, the CCSS, attendance and how to monitor their child's progress. The staff engages in communication with parents during Parent Orientation at the beginning of each school year. The teachers share an agenda, which includes information about the curriculum, grading system, parent portal, the Common core State Standards, student expectations, student work and student activities. 91% of the parents attended Parent Orientation in September, 2019. The school makes available the Burbank School Parent Handbook, which includes the schools' policies, procedures and expectations. Arranged parent-teacher conferences, report card pick-up days, IEP meetings, emails and written correspondence provide parents opportunities for parents and teachers to communicate regarding the child's progress. 91% of the parents picked up Q1 Report Cards in 2019. Behavioral Health Team (BHT) has developed a communication process for formally notifying parents when their child is assigned to Tier 2 and/or Tier 3 interventions. The school does conduct intensive outreach to families. The Dean of Students calls the homes about students' attendance, and makes home visits for students who have excessive tardiness and absences. The school does follow the District's guidelines for mailing letters home for absent and truant students. The school hires bilingual staff and support staff, who provide translations, which enable parents to understand and respond. All meetings are translated, and information is sent home to parents in English and Spanish. The school has several community partners who support its educational efforts. Dance Around the World provides musical enrichment activities in the after school program. Horace Mann provides the staff with informational meetings, a staff appreciation lunch, and student incentives for perfect attendance and academic effort. GOAL, through the

Chicago Blackhawks, conducts a clinic with the students to improve sportsmanship and team building for students in grades 6 - 8. Karate Academy works with students in grades 4 and 5 to teach self defense, de-escalation techniques and problem-solving. Galewood Church gives food to the parents, annually. Mujeres Victoriosas provides Christmas gifts and coats for students in need. The school monitors the impact of community partners by assessing their progress toward agreed upon outcomes.

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	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Literacy attainment among students in Grade 2
Root Cause 1	Lack of planning for standards-based, rigorous instruction
Area of Critical Need 2	Math attainment for EL students in grades 3 - 8
Root Cause 2	Lack of common planning time for teachers in math.
Area of Critical Need 3	Progress on ACCESS among EL students in grades 3-8
Root Cause 3	Lack of planning for the design and delivery of lessons that address the needs of EL students

[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.

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 - Reading (Grade 2) If we provide teachers with professional development in standards based mastery in rigorous instruction, we will ensure that there will be an increase in the percent of students who meet national school attainment in reading.	Overall		10.00	14.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) By providing teachers with common planning time to include instructional practices into daily instruction, we will ensure our English Language Learners needs will be met and make gains in math.	EL		40.00	45.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS If we have planning time to develop a culturally and linguistically responsive approach to language acquisition for English Language Learners and	EL		30.00	35.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
incorporate various instructional practices; we will ensure that the number of EL's making sufficient annual progress on the ACCESS will increase.				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey 2018-2019 My Voice, My School Essentials data indicates that the school's climate and culture is well organized. Fostering the culture and climate is positive and productive for students and will ensure a supportive context for learning.				70.00	80.00

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...	If we provide professional learning and engage teachers in collaborative planning to facilitate math instruction for conceptual understanding and levels of cognitive demand with a focus on incorporating intentional instructional practices in math that are responsive to unique needs of English Language Learners and 2nd grade primary grade learners
Then we see...	math instruction strengthened in classrooms, shared understanding of students' needs, effective mathematical practices, purposeful, targeted math instruction, accessible learning opportunities for all students to demonstrate knowledge, skills and processes in meaningful ways

which leads to...	an increased percentage of 3rd through 8th grade English Learner students at or above their attainment goals for mathematics to 39% by EOY SY22, and an increased percentage of 2nd grade students at or above their attainment level for mathematics to 10% by EOY SY22.
Budget Description	Consultant for Professional Development (332) Extended-day pay for teachers (332) Personnel - Retired teachers for MTSS, (332) Substitutes (115) Instructional Materials Digital and Non Digital (115) Technology (115) Supplies (115 & 332) Awards & Incentives (115 & 332) Equipment (115) Furniture (115)
Tags	Instruction, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Provide professional development to deepen math content knowledge and pedagogical strategies in creating opportunities for EL's and primary grade learners to participate in meaningful ways. Tags:Instruction, Math: Curriculum, Math: Equitable Access • (Not started) Integrate and embed peer observations, through feedback and reflection, into professional learning to build collective efficacy among teachers to improve their practices in ways to better promote student learning. Tags:Instruction • (Not started) Math lead teachers for primary, intermediate and upper grades will assist with coaching around instructional best practices in math for teaching English Language Learners and primary grade learners Tags:Instruction, Math: Equitable Access • (Not started) Provide early and ongoing interventions for students to address targeted math skill instruction. Tags:Instruction, MTSS: Progress Monitoring, Math: Equitable Access • (Not started) Include collaboration and communication in grade level meetings among monolingual and bilingual teachers to build an understanding of effective math instruction for EL's and primary grade learners and plan intentional instructional activities for students. Tags:Instruction, Math: Equitable Access • (Not started) Monitor and analyze math assessment data to inform instruction. Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth

Strategy 2

If we do...	If we support teachers in the use of multiple measures, including the Checkpoint Assessment System, and facilitate collaboration to analyze and reflect on assessment results, and create quality assessments that are standards-aligned with grade and course level teams
Then we see...	use of multiple measures of assessments, use of the Checkpoint Assessment System, progress monitoring student growth towards the standards, analyzing student data results to identify areas of strengths and weaknesses to inform instructional planning, targeted math instruction, monitoring of implementation and strategy effectiveness
which leads to...	5% increase in NWEA Overall Math Growth Percentile to 65% by EOY SY2021; 5% increase in NWEA Overall Reading Attainment Percentile to 79% by EOY SY21, and 4% Overall NWEA Reading Attainment for grade 2 students to 10% by EOY SY21.
Budget Description	Personnel - Retired Teacher for MTSS (332) Technology Equipment (115) Instructional Materials Digital & Non-Digital (115) Substitute Teachers (115) Supplies (115 & 332) Awards & Incentives (115 & 332) Extended day pay (332)
Tags	MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment
Action steps	<ul style="list-style-type: none"> • (On-Track) Teachers will participate in the study of the Checkpoint Assessment System to understand the process of creating, administering, scoring and interpreting formative assessments. Tags:Assessment: Checkpoint Student Assessment System • (On-Track) Structure times for teachers to review and analyze multiple measures of data to identify patterns and trends, and create action plans to inform instruction. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Utilize Checkpoint Student Assessment System to create formative assessments, protocols for analyzing student work, and to progress monitor student growth to provide feedback and plan for targeted instruction. Tags:Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth • (Not started) Utilize the Assessment Data Analysis Toolkit protocols as a guide for the structured process of analysis of data for the purpose of identifying areas of strength and concerns. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

	<ul style="list-style-type: none"> (Not started) Analyze multiple measures of grade level and school-wide data to monitor effectiveness of school-wide strategies in reading and math, identify teachers and areas in need of support, and create action plans for instructional improvements in literacy and math. <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment</p> <ul style="list-style-type: none"> (Not started) Utilize Benchmark data as a lever for planning school-wide learning strategies in literacy and math to improve student learning outcomes. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) Provide early and ongoing interventions to address targeted skill instruction in literacy. <p>Tags:MTSS</p>
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Strategy 3

If we do...	If we support the development of evidence-based MTSS Tier 1 SEL strategies within the classrooms, including all of the teacher practices; a restorative school community, and dedicate time for all students to cultivate, practice and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive
Then we see...	teachers with greater access to research-based strategies for developing social and emotional learning in students; Positive Behavioral Interventions and Supports (PBIS); instructive, restorative and developmentally appropriate discipline practices; clear structures, routines and explicit expectations for students; a strengthened supportive learning climate; a shared understanding of the research-based practices in Tier 1 of the Multi-tiered Systems of Support
which leads to...	fully implemented, standardized systems and structures to support universal SEL as measured by a 4 score on the Self-Assessment of the Mutli-Tiered Sytem of Supports (SAM).
Budget Description	Consultant Fees (332) Extended Day Pay for Teachers (332) Personnel - Dean of Students, Retired Teacher (332) Cultural Events (332) Instructional Materials (115) Supplies (115 & 332) Awards & Incentives (115 & 332) Equipment (115) Furniture (115)
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Completed) Initial training to ensure that all staff are grounded in its theories, principles and strategies within an evidence-based SEL program.

	<p>Tags:MTSS, MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (On-Track) Implement evidence-based SEL program in classrooms. <p>Tags:MTSS: Curriculum & Instruction, OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Provide professional development and on-going opportunities in grade level meetings to build understanding of instructive, restorative and developmentally appropriate practices. <p>Tags:MTSS, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Monitor classroom and school-wide practices and outcomes, making appropriate adaptations and improvements. <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> • (Not started) Integrate and align SEL practices into numerous school-wide activities to provide numerous opportunities for students to practice and reinforce SEL skills that they are learning in classrooms. <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Dean of Students will attend District-led professional development and coaching sessions on restorative practices to ensure discipline practices and responses to issues/problems are instructive, restorative and developmentally appropriate. <p>Tags:MTSS, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p>
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Action Plan

Strategy 1

Provide professional development to deepen math content knowledge and pedagogical strategies in creating opportunities for EL's and primary grade learners to participate in meaningful ways.

Sep 25, 2020 to Oct 02, 2020 - Principal Asst. Principal Math Lead Teacher

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

Oct 05, 2020 to May 28, 2021 - Literacy Coach Math Teachers

Math lead teachers for primary, intermediate and upper grades will assist with coaching around instructional best practices in math for teaching English Language Learners and primary grade learners

Oct 26, 2020 to May 28, 2021 - Assistant Principal Math Lead Teachers

Provide early and ongoing interventions for students to address targeted math skill instruction.

Sep 14, 2020 to Jun 07, 2021 - Math Teachers MTSS Teachers

Include collaboration and communication in grade level meetings among monolingual and bilingual teachers to build an understanding of effective math instruction for EL's and primary grade learners and plan intentional instructional activities for students.

Sep 14, 2020 to Jun 07, 2021 - Math Lead Teachers

Monitor and analyze math assessment data to inform instruction.

Sep 21, 2020 to Jun 11, 2021 - ILT Teacher Teams Teachers

Strategy 2

On-Track Nov 15, 2020

Teachers will participate in the study of the Checkpoint Assessment System to understand the process of creating, administering, scoring and interpreting formative assessments.

Sep 07, 2020 to Oct 26, 2020 - Assistant Principal Literacy Coach Classroom Teachers

On-Track Nov 15, 2020

Structure times for teachers to review and analyze multiple measures of data to identify patterns and trends, and create action plans to inform instruction.

Sep 07, 2020 to Sep 25, 2020 - Principal Assistant Principal Literacy Coach

Utilize Checkpoint Student Assessment System to create formative assessments, protocols for analyzing student work, and to progress monitor student growth to provide feedback and plan for targeted instruction.

Sep 14, 2020 to Jun 07, 2021 - Teacher Teams Classroom teachers

Utilize the Assessment Data Analysis Toolkit protocols as a guide for the structured process of analysis of data for the purpose of identifying areas of strength and concerns.

Sep 14, 2020 to Jun 14, 2021 - Literacy Coach Teachers Teacher Teams

Analyze multiple measures of grade level and school-wide data to monitor effectiveness of school-wide strategies in reading and math, identify teachers and areas in need of support, and create action plans for instructional improvements in literacy and math.

Sep 09, 2020 to Jun 09, 2021 - ILT

Utilize Benchmark data as a lever for planning school-wide learning strategies in literacy and math to improve student learning outcomes.

Nov 09, 2020 to May 24, 2021 - Principal Assistant Principal Literacy Coach Content-area Planning Teams

Provide early and ongoing interventions to address targeted skill instruction in literacy.

Sep 14, 2020 to Jun 07, 2021 - Teachers MTSS Teachers

Strategy 3

Completed Nov 13, 2020

Initial training to ensure that all staff are grounded in its theories, principles and strategies within an evidence-based SEL program.

Sep 01, 2020 to Sep 25, 2020 - Principal Assistant Principal

On-Track Nov 18, 2020

Implement evidence-based SEL program in classrooms.

Sep 14, 2020 to Sep 28, 2020 - Teachers

Provide professional development and on-going opportunities in grade level meetings to build understanding of instructive, restorative and developmentally appropriate practices.

Sep 22, 2020 to Jun 10, 2021 - SEL Steering Committee BHT

Monitor classroom and school-wide practices and outcomes, making appropriate adaptations and improvements.

Sep 14, 2020 to Jun 11, 2021 - ILT Steering Committee BHT

Integrate and align SEL practices into numerous school-wide activities to provide numerous opportunities for students to practice and reinforce SEL skills that they are learning in classrooms.

Sep 01, 2020 to Jun 11, 2021 - Principal Assistant Principal SEL Steering Committee

Dean of Students will attend District-led professional development and coaching sessions on restorative practices to ensure discipline practices and responses to issues/problems are instructive, restorative and developmentally appropriate.

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.

Analysis of the NWEA, Reading and Math Benchmark Assessments, mCLASS, DIBELS/IDEL by the Instructional Leadership Team (ILT) and teachers will be used to monitor student progress, identify learning needs, guide instruction and target interventions. Data is on-going to determine strengths and weaknesses, and to evaluate and adjust instruction.

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

Implementation of the Common Core State Standards (CCSS) for all students, which include rigorous content and application of knowledge through higher-order thinking skills, that are aligned with college and career readiness.

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.

Provide for after school programs, which include the Out-of-School Time (OST) and Title 1 academic and enrichment programs to increase time on task, and use research-based instructional methods and strategies in order to support the core instructional program and meet the needs of the underserved populations.

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).

The Instructional Leadership Team (ILT) and teacher teams have meetings to analyze data in order to identify the needs of all students, especially those at risk for not meeting the state's goals. In addition, the MTSS and Behavioral Health Teams works with with teachers to acquire academic and behavioral strategies and tools to identify students who need interventions and to implement intervention strategies. The MTSS and Behavioral Health Teams will assist teachers in implementing additional academic and behavioral strategies to ensure student success. The Behavioral Health Team refers students for mentoring, counseling and other services depending on their needs.

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

The school advertises in the CPS Department of Human Resources Bulletin; the school engages in university partnerships in which student teachers receive practicum experience.

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.

The administrators, ILT, teacher leaders and teachers attend Network and CPS Department meetings and share their learning with the teachers by providing professional development. In addition, consultants, with areas of expertise, provide professional development based on student data.

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

The administration, teacher leaders, LSC and BAC will continue to maintain strong relationships and seek out additional community partners to provide support services for our parents. The school has formed partnerships with community agencies to host workshops for parents and provide outreach services for their children. Teachers will communicate with parents via phone calls and letters in Spanish and English and conduct parent-teacher conferences in both languages. Activities and events will be planned to increase parental involvement, such as field trips, assemblies and cultural celebrations. The school will send home letters with ideas for parents so they can become more involved in their child's education. Books that are sent home have parental involvement components. The school will continue its Parent Worker program in order to have parental involvement in the school. There is a room set aside where parents can meet and receive training to enhance their skills, in order to have a more significant role in 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 teachers walk the students around the school to introduce them to the staff and layout of the building. Preschoolers are invited to assembly programs to make the transitions easier. The parents preschoolers are invited to meet with the kindergarten teachers. The teachers send home newsletters, pamphlets, and materials to inform parents of ways they can help their child transition into kindergarten.

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.

Common planning times are provided for teachers to analyze student work and data to monitor student progress. They collaboratively develop strategies in order to meet the academic needs of individual students and instructional program.

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 work with the teachers to identify the students who are in need of academic interventions and to help identify the strategies for interventions to ensure student success. The team also refers students for mentoring, counseling and/or other services depending on their needs.

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.

The school will coordinate and integrate federal, state and local services and programs, including programs supported under NCLB, such as violence prevention programs, cultural development, prekindergarten, parental involvement and a range of additional opportunities through planning.

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.

Send notification to parents that the school will convene an annual meeting, in which the requirements and rights of the parents to be involved are explained. Offer a schedule of flexible meetings, to maximize

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

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

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

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

A parent newsletter will be sent home in Spanish and English highlighting the Title 1 program, including an explanation of the curriculum, the academic assessment tools used to measure student progress, and proficiency levels students are expected to meet. Teacher-parent meetings will also be conducted to convey the information. The information and data will also be presented regularly at LSC, BAC and PAC meetings.

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

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

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

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

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

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

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

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

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

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

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

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

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

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

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

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

Policy Implementation Activities

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

<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.)

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

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

Parent-teacher conferences are held twice annually (November 2020 and April 2021) during which this compact will be discussed as it relates to the individual's child achievement.

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

Progress Reports will be sent home four times a year, or each quarter in the following months and years: October, 2020, December 2020, March 2021 and May 2021.

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

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

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

Burbank School has a Parent Mentor Program, in which parents are welcome to participate and assist in classrooms. Teachers invite parents to assist with educational activities, such as tutoring, working on projects, preparing for assemblies, sharing family and cultural celebrations and attending field trips.

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

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

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

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

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

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

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.

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

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$444.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$900.00
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)	\$2808.00
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.	\$1500.00