

# Edmond Burke Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
Lauren Norwood	Principal	lenorwood@cps.edu	No Access
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Jonathan Cannon	Case Manager	jbcannon@cps.edu	No Access
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Ashley Dunlap	Parent Work	aldunlap@cps.edu	No Access

## Team Meetings

Date	Participants	Topic
01/23/2020	Norwood, Davis, Cannon, Tompkins, Townsend	Organization

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** The structures for our Continuous Improvement are evidences through our Teacher Team Meetings, Instructional Leadership Meetings, Parent Advisory Council Meetings, and Parent Events.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 1 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)
  - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Our Continuous Improvement Cycles are evidenced through out Instructional Rounds. During teacher team meetings there is a gradual release of ownership so that teachers may lead cycles of learning as well as learn from one another. Professional Development opportunities are differentiated so that each teacher gets what he/she needs. Instructional minutes fit the required time distribution and in some cases provide additional time in core subject areas. Our

budget allocations are aligned to the things that will support our students success. We are an opportunity school and we receive assistance for teacher hires however, we have retained teachers so that our students have consistency.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 2 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Burke school has implemented the Pearson Reading/Math program which provides CCSS aligned instruction for ALL students.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 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:** Teachers are engaging in PD that assist them with improving their instructional methodology. We are moving forward in this effort but, more work is needed. Professional development is differentiated.
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 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
  - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Gradebook Audits Measuring Up P.D. Lesson Plan Review
- 3 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 2 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)
  - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)

- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS team documentation located in clinician's office is evidence of this component.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** High school application rates, and selective enrollment opportunities.

## Quality and Character of School Life

- 2 - Relational Trust
  - 2 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)
  - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Surveys Sign-in sheets from parent events/activities Parent Room logs Call logs/Home visits
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Student surveys Student Government Opportunities
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** 5 Essentials Survey
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Burke School Discipline Plan
- 2 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 2 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)
  - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 2 Partner equitably with parents speaking languages other than English

- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Sign-in sheets Logs from Parent Activities Surveys

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## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Relational Trust	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	5
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	4
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

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## Goals

### Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Relational Trust
Root Cause 1	Student, parent, and teacher trust has been a concern over the last few years according to our 5E's surveys
Area of Critical Need 2	Instruction
Root Cause 2	Instruction has to be "high" in quality, and teachers will need coaching, along with professional development to ensure that the instruction being delivered meets student needs
Area of Critical Need 3	Balanced Assessment & Grading
Root Cause 3	We want to make sure that what students are being assessed on has been taught so that we are not doing students a disservice and creating failure
Area of Critical Need 4	Physical & Emotional Safety
Root Cause 4	We believe that if students are not emotionally safe; they cannot access learning. We want to make sure that Maslow's Hierarchy of needs is being addressed to the best of our ability while students are at school.
Area of Critical Need 5	Student Voice, Engagement, & Civic Life
Root Cause 5	Students build esteem for learning, and value it when they become active stakeholders. When they are able to voice their opinions, and take part in decisions that impact them; there is more connection, and interest in the learning.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Reading)	African American		40.00	50.00
I chose this metric because students in grade 2 seem to struggle and need additional pull out and or small group support in addition to whole group instruction.				



<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: NWEA Attainment G2 (Math)  I chose this metric because students in grade 2 seem to struggle and need additional pull out and or small group support in addition to whole group instruction.	African American		20.00	30.00
Vision: NWEA Growth G3-8 (Reading)  I chose this metric because students in grade 3 must be able to read with efficiency and efficacy and, a good foundation must be established as they progress into the upper grades. While kids may not reach attainment, we are able to show evidence that students are able to learn and demonstrate growth on this test.	African American		50.00	60.00
Vision: NWEA Growth G3-8 (Math)  I chose this metric because with math being a major push for N9, we have committed to focusing on small group instruction as a means to guide students towards effectively mastering skills, which will lead to growth on the NWEA.	African American		50.00	60.00
(Blank)				

**Required metrics (Elementary) (67% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> (Blank)				5.00	5.00

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

**Strategies**

## Strategy 1

If we do...	If we expand our opportunities for parents and students in all priority groups to not only communicate but also engage in social as well as instructional activities (to build trust) with teachers, staff, and administration
Then we see...	stakeholders that better understand one another, establish stronger relationships, and common ground
which leads to...	understanding of the schools vision, goals, and expectations; there-in creating trust and buy-in from parents and students.
Budget Description	Partnership with STAND, Funding (materials, transportation, certificates, consultants, refreshments) for our Parent Room,
Tags	Relational Trust, Physical and Emotional Safety, MTSS: Family and Community Engagement
Action steps	<ul style="list-style-type: none"> <li>(Not started) Partnership w/ STAND- Collaborate with STAND for Children to increase parent engagement by scheduling events (i.e. Real Parents Read, Tables of 8, parent education classes, etc.) that are instructional, social, and purposeful with the goal of cultivating and strengthening the home-school connection. The events will align with Burke's vision and overarching goals, but also provides parents and students with opportunities to partner with teachers, staff, and administration around school improvement efforts.</li> </ul> <p>Tags: Relational Trust, Physical and Emotional Safety, MTSS: Family and Community Engagement</p>

## Strategy 2

If we do...	If we become more intentional in planning for high quality instruction across core subject areas by enhancing the quality of instructional delivery, driving small group instruction, increasing the rigor of learning activities, promoting critical thinking, establishing a collaborative planning schedule and effectively utilizing MTSS
Then we see...	an increase in the level of engagement across all classrooms
which leads to...	improved teaching quality, and more academic success for students.
Budget Description	Funding for PD, instructional materials, adequate staff (SECAs & TAs)
Tags	Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> <li>(Not started) Conduct a curriculum review of the Pearson materials to identify the needs of Burke students, objectives that must be covered, skills that need to be</li> </ul>

	<p>mastered, and the broader learning outcomes that must be evident by the end of the school year.</p> <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Provide all staff with formal Professional Development for the effective utilization of the Pearson curriculum, and develop school-wide, grade band, and/or subject area norms for effective implementation.</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> <li>(Not started) Conduct Instructional Rounds and use the Instructional Rounds data to identify and improve our powerful practices and areas of work as it pertains to the delivery of high quality Tier-1 instruction, and provide coaching for teachers who need support via collaborative planning sessions.</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Distributed Leadership</p>
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**Strategy 3**

If we do...	create meaningful and continuous opportunities for Burke students to become actively engaged in the planning, development, and execution of school initiatives such as developing a Burke Student News platform, revitalizing the Burke Community Garden, organizing a Student Council, emphasizing the performance arts
Then we see...	our students develop more agency as they become critical thinkers and leaders, have greater success in the classroom, higher levels of self-esteem, and a greater sense of school and community pride
which leads to...	students taking ownership over their learning; improved outcomes as it pertains to grades, on-track status, behavior, and attendance.
Budget Description	Funding for student-led initiatives
Tags	Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> <li>(Not started) Organize a Student Council to develop a calendar of events with opportunities for students to display their accomplishments and talents (i.e. awards assemblies, oratorical contests, performance arts, etc.) while incorporating Art, Dance, Technology, Public Speaking, and Civic Engagement.</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life</p>

**Action Plan**

**Strategy 1**

Partnership w/ STAND- Collaborate with STAND for Children to increase parent engagement by scheduling events (i.e. Real Parents Read, Tables of 8, parent education classes, etc.) that are instructional, social, and purposeful with the goal of cultivating and strengthening the home-school connection. The events will align with Burke's vision and overarching goals, but also provides parents and students with opportunities to partner with teachers, staff, and administration around school improvement efforts.

Sep 08, 2020 to Jun 30, 2021 - Principal, Assistant Principal, ILT

## Strategy 2

Conduct a curriculum review of the Pearson materials to identify the needs of Burke students, objectives that must be covered, skills that need to be mastered, and the broader learning outcomes that must be evident by the end of the school year.

Jul 01, 2020 to Aug 28, 2020 - ILT

Provide all staff with formal Professional Development for the effective utilization of the Pearson curriculum, and develop school-wide, grade band, and/or subject area norms for effective implementation.

Jul 01, 2020 to Aug 28, 2020 - Principal, ILT, All Staff

Conduct Instructional Rounds and use the Instructional Rounds data to identify and improve our powerful practices and areas of work as it pertains to the delivery of high quality Tier-1 instruction, and provide coaching for teachers who need support via collaborative planning sessions.

- Principal, ILT

## Strategy 3

Organize a Student Council to develop a calendar of events with opportunities for students to display their accomplishments and talents (i.e. awards assemblies, oratorical contests, performance arts, etc.) while incorporating Art, Dance, Technology, Public Speaking, and Civic Engagement.

Sep 08, 2020 to Jun 25, 2021 - Principal, ILT, Teachers

# Fund Compliance

## ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

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

## ESSA Schoolwide Program

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

We will continue to utilize the data provided by NWEA Map, Amplify (TRC, DIBELS, Math) to assess where our students are academically. In addition to this, we will also use attendance data, SEL, and SCC data to determine what actions we should take as a school to best help our students.

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

Common Curriculum from Grade to Grade  
Common Curriculum across subjects (in progress)  
Walking Reading/Math  
Push In/Co-Teaching for Gen Ed and D.L.  
Parent events every five weeks

**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.**

Walking Reading/Math  
Push In/Co-Teaching for Gen Ed and D.L.  
Block Scheduling (no movement in the morning)  
Departmentalization  
Looping

**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).**

Small group pull out sessions  
Mentoring with Community Partner  
Reading In Motion (Extra Dose Instructor)  
Counseling  
College/Career Activities and Assistance

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

Burke is an Opportunity School and we use the talent office to field candidates. Once we receive candidates, we employ an interview team that consist of individuals that will ensure they are focused on the priorities for our school, and will ensure that each candidate is able to demonstrate their capacity to fulfill the needs of our students as well as believe in the mission for our school.

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

We will continue to engage our teachers in high quality professional development with our Network as well as with research based consultants. We also want to implement the "train the trainer" model as much as possible so that teachers can bring information back to their team members as well as parents. We are incorporating teacher delivered workshops as a priority in our Title I budget this year.

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

We will be implementing mini-courses where parents actually get certificates/credit for attending the series at our school (offered by UIC).

**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.**

Our Pre-K and K teams are cross-walking the Pre-K 4 standards and the K standards to ensure our students who attend Pre-K at Burke are ready for Kindergarten. Teachers collaborate in team meetings on progress, and share areas of concern so that when students arrive at K; teachers are ready to differentiate for the students in efforts to fill in the gaps they may have if any.

**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.**

We have increased the membership of the ILT so that information is more widely spread. We also created a cadence so that what is discussed in ILT meetings is immediately part of the next teacher team meeting. When we need to share information outside of scheduled times, we are able to host google meetings to get teacher/staff input, and/or send out surveys via google forms.

**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.**

Before and/or After school enrichment  
Tier 2 and/or 3 instruction and resources  
1:1 conferencing with teacher

**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.**

Partnership with CPD District 002 to deliver workshops on violence prevention  
Partnership with Greater Chicago Food Depository as well as the Fresh Fruit and Vegetable Program  
Work to provide parents in MKV with information on housing/Section 8  
Enrollment of PreK 3 when there is a sibling in a higher grade enrolled at Burke  
Job training workshops for parents are offered through our Parent program

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

All parents will continue to be invited via robo-call, newsletter, posted public notice, notification using the school marquee (purchased 2019), and mass mailing through USPS to participate in the ESSA, Title I school parental and family engagement plan. We will also extend invitations to our community partners and businesses in order to build stronger partnerships for the community.

**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**

We will hold our annual organization meeting and schedule the consecutive monthly meetings for the duration of the year. The PAC meetings will be scheduled at a time that parents feels is most convenient so that we may have the opportunity to engage as many parents as we can. Our Title I Organization meeting will occur on or before September 25, 2020.

**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.**

The school will provide regular communication to parents via robo-call and newsletters sent home with students and/or mailed. We will also send out surveys to get parent input, and continually update our parent contact information at all school events. We will schedule conferences and/or town hall meetings with parents to address individual and school wide concerns.

**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.**

All assessment information for students will be distributed to parents at Open House, Report Card p/u, and other school sponsored events. If for any reason the parent is unable to make it to the school to obtain the information, we will secure another way to get the information to the parent.

**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.**

Notice of instruction being provided by a teacher who is not highly qualified will be sent to parents via official school letter.

**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.**

Data review will be an ongoing agenda item for Title I meetings. We will discuss the state's academic achievement standard, and the assessments that their child will be taking during the school year.

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

Burke school will provide these resources to our parents in our Parent Resource room. This room is equipped with technology (new purchase in 2020), a facilitator, and SCR to assist parents with the resources or the acquisition of resources that they need.

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

We will provide professional development sessions on SEL and CRT which highlight the importance of getting parents involved in their child's education. It also helps teachers and staff to determine the best way to work with and reach out to parents/family members and build relationships.



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

The Parent Resource Coordinator will integrate programs for parents/families. This coordination includes Pre-K as well as Elementary students and families. We will also be working with CPS Parent University so that our parents have access to workshops outside of our school that encompasses broader topics that may be helpful for our parents and their families.

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

We will send information to parents that is timely, thorough, but not overstated. The communication will be in the language needed and/or requested by the parent. We will make provisions for family members who need information in a different language.

### Policy Implementation Activities

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

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

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

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

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

LSC is not currently active. We are seeking the adoption of this CIWP and the associated efforts to be approved by the incoming LSC in 2020

### 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.)**

Burke Elementary Schools mission is to profoundly impact the development of the whole child while cultivating a culture of calm with the planning of rigorous instruction using individualized data and meeting social emotional needs.

We are looking to become a complete Envisions school; providing instruction to our students thematically,

and allowing our teachers to become immersed in the delivery method. In this way, our teachers develop expertise with curriculum and are better able to modify it to meet the needs of our students.

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

Parent teacher conferences will occur school wide every 5th week. We will host a Open House-like event every five weeks during the reporting period. In this way, parents are able to keep up to speed with curriculum, areas of growth, and get important information/questions answered.

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

Parents will get digital information about their students progress weekly. In addition to that parents will get reports on their child's progress every five (5) weeks along with progress reports and/or report cards.

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

Parents will have access to staff during morning preparatory periods and/or preparatory periods throughout the day. Parents will be provided with their child's teachers schedule so that they can readily plan fo meetings with staff. They will also have the opportunity to schedule time to meet with staff before/after school..

**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.**

At the onset of the school year and throughout, parents are encouraged to sign up for times that they can volunteer with their child's class whether it be during class, on trips, etc;. We allow parents to also let us know in what capacity they feel most comfortable joining the school community and try our best to accommodate that.

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

Parents and students accrue points for attendance, homework completion, and utilization/communication with the teacher via parent portal. This encourages our parents and students to assist with academic expectations.

**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 will consult with the school via PAC, and LSC meetings, as well as through Town Hall meetings, and conferences with school staff.

**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).**

Parents and students accrue points for attendance, homework completion, and utilization/communication with the teacher via parent portal. This encourages our parents and students to assist with academic

expectations. Students, parents, and staff sign agreements to commit to good attendance, positive behavior, and academic effort.

## 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.**

Our goal this year for our parents and community is to become "better" connected. We have to include our own staff in the presentations that we provide to them to build relationships, and we must include our community so that they know what is going on at our school. The hope is that our students will prosper academically as well as build relationships with teachers, their community, and overall feel embraced, and "a part" of the environments in which they live.

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

### Account(s)

### Description

### Allocation

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$200.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$500.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$300.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$355.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$250.00

<b>54565</b>	<p><b>Reimbursements</b>  Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	\$0.00
<b>53510</b>	<p><b>Postage</b>  Must be used for parent and family engagement programs only.</p>	\$0.00
<b>53306</b>	<p><b>Software</b>  Must be educational and for parent use only.</p>	\$0.00
<b>55005</b>	<p><b>Furniture and Equipment</b>  Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.</p>	\$0.00