

Jonathan Burr Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/29/2020	Amy Klimowski, Joanne Klee, Melissa Morrill, Griselda Canas, Paige Bengtsen, Danielle Ormond, Jennifer Currier, Wendy Pattis, Michele Mahoney	CIWP Timeline/Overview SEF Rating
03/03/2020	Amy Klimowski, Joanne Klee, Melissa Morrill, Griselda Canas, Paige Bengtsen, Danielle Ormond, Jennifer Currier, Wendy Pattis, Michele Mahoney	Review priorities and evidence
04/14/2020	Amy Klimowski, Jessica Carrasco	Root Cause Analysis Protocol/Identification
04/20/2020	Amy Klimowski, Jessica Carrasco	Action Step Planning

Date	Participants	Topic
04/29/2020	Amy Klimowski, Jessica Carrasco, Joanne Klee, Melissa Morrill, Griselda Canas, Paige Bengtsen, Danielle Ormond, Jennifer Currier, Wendy Pattis, Michele Mahoney	Team review of CIWP Strategies

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:** 1. Mission reflects the commitment by all stakeholders. "Burr Elementary is committed to building a foundation for learning through our rigorous curriculum, extra curricular activities, and the development of a "service-oriented" climate among our student body. At Burr, learning and teaching has a student centered focus that revolves around engagement, relationship, and rigor. "The Burr Experience" develops the skills of a global student who is high school ready and college bound. 2. Five Essential overall rating is "Well Developed." 3. Equity of voice is a norm for all team meetings including ILT, MTSS, Personalized Learning, and grade level cluster meetings. 4. The principal promotes safe practice to promote growth mindset. 5. Communication includes weekly staff memos and calendars. 6. ILT is consistently rated highly effective by ILT effectiveness rubric by N6. 7. Team Meetings observed by N6 were also highly effective.
- 4 - Structure for Continuous Improvement

- 3 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
- 3 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:** 1. ILT Effectiveness Rubric-Above Average (Well Organized) 2. Network 6 Team Continuum Observation Tool-Well Underway for effective teams 3. 5 Essential Data: Instructional Leadership-Above Average 4. ILT builds teacher leadership (ILT is completely teacher-led on a rotating basis) 5. Three leadership teams manage the CIWP strategies (ILT, MTSS, and Personalized Learning)

Depth and Breadth of Student Learning and Quality Teaching

- 3 - 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
 - 3 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:** 1. All classrooms have developed scope and sequence that is aligned horizontally aligned with common assessments. 2. Grade level bands are beginning to align their curriculum vertically. 3. We are a K-8 Next Generation-aligned science curriculum. 4. Currently teachers are using 3 separate math programs. 5. All units make connections to the real world with access to applicable authentic learning through field trips, project based learning and service learning experiences. 6. All ELA units are centered around a range of complex texts which cross cover multiple genres and content area focuses. 7. All students have access to school-wide edtech platforms in both reading (Lexia and NewsELA) and math (Dreambox and ALEKS). 8. All EL students have access to additional edtech platforms Read Naturally and BrainPop.
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding

- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 4 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
- 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:** 1. 100% of students engage in goal setting around SEL and academic goals. 2. 94% of classroom teachers have engaged in cycles of learning around personalized learning and engaged in quarterly commitments to common instructional shifts by grade level clusters. 3. According to the Five Essential Survey Burr is "well-organized." Our strong culture is supported by the Burr standards: 1. teaching and learning are open practices. 2. We are student-driven. 3. We have a growth mindset. 4. Each year Burr engages students in choosing our school-wide cultural framework (#takeastand). There are visuals of this around the school and in each classroom. 5. 100% of teachers engage in cultural responsive teaching through reading and social science integrated units. 6. According to the 5 Essential Survey, 98% of students answered that they feel safe and comfortable with their teachers. 7. We have shifted our culture from student-centered to student-driven. 8. Burr recognizes student growth school-wide and within each classroom throughout the year. 9. Burr recognizes student voice in choice in instructional practices, text choice, projects, and are even beginning to offer a choice in how they are assessed on the mastery of a standard. 10. Burr has a comprehensive attendance plan including: an office designee who monitors daily attendance and reports weekly to administration, many individual, school-wide and classroom celebrations, and conferences for families not meeting our attendance goals. 11. 100% of teachers engage in some flexible seating and levels of autonomy based on a students ability to manage their academic and social goals. 12. Teachers are trained in multi-sensory approach to phonics and phonemic awareness (Orton-Gillingham). 13. Burr is unable to engage in native language instruction for all of the diverse languages that our students speak.
- 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
 - 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
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs

- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** 1. 100% of middle school math classes incorporate exit slips in each section of the learner pathway. 2. Some teachers change their instructional practice based on current data. 2. 100% of teachers use multiple forms of formative and summative assessments built into their units. 3. 100% of DL students have access to assessments that include accommodations and modifications to meet their needs and some EL students have access to assessments that include accommodations and modifications to meet their needs as reflected in the units and lesson plans. 4. 100% of teachers include MPIs in their unit plans and some teachers reflect that knowledge of student strengths and needs in assessments. 5. 100% of teacher teams have access to and analyze classroom data for instructional purposes and some teachers (i.e. ILT and MTSS teams) have access to and analyze school wide data. 6. 100% of all teachers use school-wide resources (Lexia, Dreambox, Brainpop, ALEKS) to improve their quality of assessments. Some teachers calibrate when scoring assessments.
- 3 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 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)
- 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)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 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)
- 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:**
- 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:**

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:**
- 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
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
- 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:**
- 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:**
- 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:**

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	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	1
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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

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

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

Area of Critical Need 1	Growth for students below the 50%ile
Root Cause 1	Lack of common high quality targeted interventions to address specific deficits
Area of Critical Need 1	Growth and attainment is lower in math compared to reading by 33% (growth) 12% (attainment)
Root Cause 2	Lack of common curriculum to engage ALL students in cognitively challenging tasks
Area of Critical Need 3	High percentage of students off track due to grades although student attainment is over 50% in 2-8th grade in both reading and math
Root Cause 3	Shifts in PL caused a lack of balanced grading with on-level and off-level assignments

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: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) We chose this metric because we want to maximize every student's growth.	Overall		70.00	75.00
SQRP: National School Growth Percentile - Math (Grades 3-8) We chose this metric because we want to maximize every student's growth in math as it is lower than reading.	Overall		55.00	60.00
	EL			
Vision: NWEA Growth G3-8 (Math)	Latinx		51.00	55.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
We chose this metric because we want to maximize growth our Latinx priority group in math as it is lower than reading.				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)				
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We want to maintain a well-organized SQRP rating.			5.00	5.00	5.00

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 students with a universal, Common Core-aligned curriculum that carefully sequences mathematical progressions with comprehensive material that includes a digital suite for instructional planning, paired with professional development
Then we see...	increased rigorous and targeted instruction for all students
which leads to...	60.5% of students meeting/exceeding math growth targets on NWEA and 55.8% of students qualifying FRL meeting/exceeding growth targets on NWEA

Budget Description	Eureka Math
Tags	Instruction, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <p>• (Completed) Provide 2 days of comprehensive professional development for new users of Eureka Math before the school year begins</p> <p>Tags:Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</p> <p>• (On-Track) Provide on-going professional development through dedicated cluster meetings, school improvement days, and flex days around standards-based, rigorous instruction</p> <p>Tags:Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</p> <p>• (Not started) Biweekly STEM meeting schedules to ensure vertical alignment of the curriculum</p> <p>Tags:Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</p> <p>• (Behind) Provide development and supports to ensure teachers are utilizing the digital suite for instructional planning with Eureka.</p> <p>Tags:Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</p> <p>• (On-Track) Align the use of common ed tech platforms to the scope and sequence of the Eureka math curriculum and use the data to inform instruction</p> <p>Tags:Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks</p> <p>• (Not started) Create school-wide learning walks and peer observations to provide regular feedback on math instruction and personzled learning practices</p> <p>Tags:Instruction, Personalized Learning: Authentic Learning, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</p> <p>• (Not started) Create and provide cycles of professional learning around the development and implementation of innovation plans for personalized learning strategies and teaching practices in alignment with the Eureka curriculum</p> <p>Tags:Instruction, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored</p>

	<p>Learning/Differentiation, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</p> <ul style="list-style-type: none"> (On-Track) Our ELPT will adjust scheduling to support math classrooms where possible. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Grade level teams engage in a 5 week cycles of common protocols around: 1. Instructional Planning Focused on acceleration 2. Common Grade Level Based Assessment Data Review 3. Ed Tech Data Review 4. MTSS Problem Solving Process <p>Tags:</p>
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Strategy 2

If we do...	Refine our school wide grading system to reflect our shifts in personalized learning and create a more balanced assessment system
Then we see...	A more accurate depiction of student progress aligned to grade level standards
which leads to...	An increase in percentage of students ?On track?. 60.5% of students meeting/exceeding math growth targets on NWEA 55.8% of students qualifying FRL meeting/exceeding growth targets on NWEA 75% of students meeting/exceeding national growth norms on NWEA
Budget Description	
Tags	Instruction, Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery
Action steps	<ul style="list-style-type: none"> (On-Track) Grade level teams engage in a 5 week cycles of common protocols around: 1. Instructional Planning Focused on acceleration 2. Common Grade Level Based Assessment Data Review 3. Ed Tech Data Review 4. MTSS Problem Solving Process <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) Engage in quarterly gradebook review reflections to ensure our grades reflect student mastery of grade level standards <p>Tags:Balanced Assessment and Grading</p>

	<ul style="list-style-type: none"> (On-Track) All students will have learner profiles that convey a students? preferred learning styles, learning environments, and interests to guide their personalized learning. <p>Tags: Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency</p> <ul style="list-style-type: none"> (On-Track) All learners progress at their own pace based on demonstrated competencies. All learners are able to show mastery in multiple ways. <p>Tags: Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Review and revise Burr?s current grading system to ensure it is accurately, consistently, and fairly communicating student progress toward mastery of grade level standards <p>Tags: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> (Not started) PL Leadership Team will attend 8 personalized learning PD sessions to build cohesive systems and structures around personalized learning practices. <p>Tags:</p>
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Strategy 3

If we do...	Identify common research-based, targeted interventions to address specific deficits for students below the 50th percentile paired with a systematic approach to intervention implementation and progress monitoring
Then we see...	consistent and accurate data to determine next steps to meet student needs
which leads to...	60.5% of students meeting/exceeding math growth targets on NWEA and 55.8% of students qualifying FRL meeting/exceeding growth targets on NWEA and 75% of students meeting/exceeding national growth norms
Budget Description	
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Identify common targeted interventions for specific deficits for Tier II and III students

Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions

- (Not started) Reevaluate our tiering criteria based on school data to ensure we are targeted the correct percentage of students

Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions

- (Not started) Refine protocols for SEL MTSS supports and progress monitoring

Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: SEL Instruction

- (Not started) The MTSS process will include on-track data for progress monitoring

Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions

- (Not started) The School Counselor will develop a counseling plan aligned with providing tiered support for students.

Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) The MTSS Team will be a key leadership team that meets regularly to manage the school-wide MTSS process to monitor CIWP action steps.

Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership, OSEL: Supportive School Environment

- (Not started) Hire dedicated interventionists to support Tier II and Tier III interventions

Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Supportive Classroom Environment

- (Not started) Grade level teams engage in a 5 week cycles of common protocols around: 1. Instructional Planning Focused on acceleration 2. Common Grade Level Based Assessment Data Review 3. Ed Tech Data Review 4. MTSS Problem Solving Process

Tags:

- (Not started) Form a new BHT Team to work on specific interventions for SEL within MTSS

Tags:

Action Plan

Strategy 1

Completed Oct 14, 2020

Provide 2 days of comprehensive professional development for new users of Eureka Math before the school year begins

Aug 24, 2020 to Sep 08, 2020 - Administration

On-Track Oct 14, 2020

Provide on-going professional development through dedicated cluster meetings, school improvement days, and flex days around standards-based, rigorous instruction

Sep 08, 2020 to Jun 20, 2021 - Administration/STEM Team

Biweekly STEM meeting schedules to ensure vertical alignment of the curriculum

Sep 08, 2020 to Jun 22, 2021 - STEM Team

Behind Oct 14, 2020

Provide development and supports to ensure teachers are utilizing the digital suite for instructional planning with Eureka.

Sep 08, 2020 to Jun 22, 2021 - Administration

On-Track Oct 14, 2020

Align the use of common ed tech platforms to the scope and sequence of the Eureka math curriculum and use the data to inform instruction

Sep 08, 2020 to Jun 21, 2022 - STEM Team/PL Team/Administration

Create school-wide learning walks and peer observations to provide regular feedback on math instruction and personalized learning practices

Sep 08, 2020 to Jun 21, 2022 - STEM Team

Create and provide cycles of professional learning around the development and implementation of innovation plans for personalized learning strategies and teaching practices in alignment with the Eureka curriculum

Sep 08, 2020 to Jun 21, 2022 - PL Team

On-Track Oct 14, 2020

Our ELPT will adjust scheduling to support math classrooms where possible.

Sep 08, 2020 to Jun 22, 2021 - ELPT, Admin

Grade level teams engage in a 5 week cycles of common protocols around: 1. Instructional Planning Focused on acceleration 2. Common Grade Level Based Assessment Data Review 3. Ed Tech Data Review 4. MTSS Problem Solving Process

Sep 08, 2020 to Jun 21, 2021 - ILT

Strategy 2

On-Track Oct 14, 2020

Grade level teams engage in a 5 week cycles of common protocols around: 1. Instructional Planning Focused on acceleration 2. Common Grade Level Based Assessment Data Review 3. Ed Tech Data Review 4. MTSS Problem Solving Process

Sep 08, 2020 to Jun 21, 2022 - ILT

Engage in quarterly gradebook review reflections to ensure our grades reflect student mastery of grade level standards

Sep 08, 2020 to Jun 21, 2022 - ILT/Grade Level Teams

On-Track Oct 14, 2020

All students will have learner profiles that convey a students? preferred learning styles, learning environments, and interests to guide their personalized learning.

Sep 08, 2020 to Jun 22, 2021 - PL Team

On-Track Oct 14, 2020

All learners progress at their own pace based on demonstrated competencies. All learners are able to show mastery in multiple ways.

Sep 08, 2020 to Jun 21, 2022 - PL Team

Review and revise Burr?s current grading system to ensure it is accurately, consistently, and fairly communicating student progress toward mastery of grade level standards

Sep 08, 2020 to Jun 22, 2022 - ILT

PL Leadership Team will attend 8 personalized learning PD sessions to build cohesive systems and structures around personalized learning practices.

-

Strategy 3

Identify common targeted interventions for specific deficits for Tier II and III students

Sep 08, 2020 to Jun 22, 2021 - MTSS Team

Reevaluate our tiering criteria based on school data to ensure we are targeted the correct percentage of students

Sep 08, 2020 to Jun 21, 2022 - MTSS Team/Admin

Refine protocols for SEL MTSS supports and progress monitoring

Sep 08, 2020 to Jun 22, 2021 - MTSS Team/Counselor

The MTSS process will include on-track data for progress monitoring

Sep 08, 2020 to Jun 22, 2021 - MTSS Team/Admin

The School Counselor will develop a counseling plan aligned with providing tiered support for students.

Sep 08, 2020 to Jun 22, 2021 - Counselor

The MTSS Team will be a key leadership team that meets regularly to manage the school-wide MTSS process to monitor CIWP action steps.

Sep 08, 2020 to Jun 21, 2022 - MTSS Team/Admin

Hire dedicated interventionalists to support Tier II and Tier III interventions

Sep 08, 2020 to Dec 18, 2020 - Admin

Grade level teams engage in a 5 week cycles of common protocols around: 1. Instructional Planning Focused on acceleration 2. Common Grade Level Based Assessment Data Review 3. Ed Tech Data Review 4. MTSS Problem Solving Process

Sep 08, 2020 to Jun 21, 2021 - ILT, MTSS, PL

Form a new BHT Team to work on specific interventions for SEL within MTSS

Nov 01, 2020 to Mar 06, 2021 - MTSS

Fund Compliance

ESSA Program

[]

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.

[X]

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

Parents will be invited to participate in the following activities for collaboration and approval: 1) LSC Meetings 2) Open House Events 3) Literacy/Math Parent Events 4) Family-School Parent Nights .

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

Burr's state of the school will be presented at our annual open house in September 2020. The school will also hold monthly LSC meetings.

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.

As a staff, we will continue to involve parents in the education of their children and respond to request by the following actions: 1) Maintaining our "Open Door" Policy 2) Inviting parents to meetings via weekly classroom newsletters 3) Parent Surveys (yearly) 4) CPS Email Accounts and Phone voicemails

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.

We will disseminate information to parents during the following opportunities: 1) Report Card Pick-ups (held twice yearly) 2) CPS websites available to parents 3) Annual Open House 4) 8th Grade Transition Parent Meetings 5) CPS Promotion Policy Meetings for 3, 6, and 8th grades 6) Aspen Parent Portal.

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.

Administrators will mail appropriate CPS letters to parents via (1) U. S. Mail (2) Student Carrier (3) Email.

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 will send home (twice or upon request) CPS Parent Portal information which allows ongoing collaboration between parent, student, and teacher.

Parent portal gives a parent direct linkage to the school and classroom. Also parents are invited to participate in Burr's "State of the Schools Address" (Sept. 2019). Student progress reports will be provided to parents every five weeks and report cards will be generated quarterly. Official NWEA Map data results will be provided to parents during report card pick-up dates.

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.

We will provide parents with the following support to aid in their child's student achievement: 1) Bulletin boards used to share school news/community news 2) Teachers weekly newsletters with tips on how to support your child at home 3) Annual Family Academic Events to provide an array of school and community services 4) School Counselor will provide parent resource information upon request and during events.

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.

As part of our professional development for staff, we will continue to provide: 1) Ongoing workshops on parent collaboration 2) Maintain our daily "open door" policy 3) Annual training for Children in Temporary Living Situations (4) Annual training provided by Safe School's Alliance.

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.

We have established partnerships with local day care facilities that feed into Burr

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 inform parents through the following means: 1) Monthly Newsletters 2) Weekly Flyers 3) School Marquee 4) Parent letters 5) Posted information on school's website 6) PTO and FOB newsletters.

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>

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

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

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

N/A

School-Parent Compact (Complete)

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

At Burr Elementary, we are committed to building a foundation for learning through our rigorous curriculum, extracurricular activities, and the development of a service oriented climate among our student body. At Burr, learning and teaching has a student centered focus that revolves around engagement, relationships, and rigor. The Burr Experience develops the skills of a global student who is high school ready and college bound.

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

Parent conferences are scheduled by the district twice a year.

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

CPS mandates that progress reports be completed every five weeks and report cards on a quarterly basis. CPS Parent portal is also available to parents daily. Additionally, we provide student profile reports 3 times per year (Fall/Winter/Spring).

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

School staff members are available to "serve" daily. Teachers are available for teacher conferences M-F during prep periods daily. Teachers may also schedule conferences before or after school. Parents should simply contact the school and/or teacher to make an appointment. Parents may come on a "walk in basis" and administrators or provide a conference date/time to meet with parents based on availability. Emailing is also available (Responses are mandated to be disseminated within 48 hours).

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

Parents may volunteer on a regular basis in classrooms, by completing volunteer protocols (Visit cpsvolunteers.org). Parents volunteer to help via LSC/PTO/FOB meetings, school-wide fundraisers and family academic nights. Additionally, parents can volunteer in classrooms, in the lunchroom and for kiss and go.

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

CPS has provided a parent website and Parent Portal which allow guardians an opportunity to monitor children's school work and grades daily. Burr teachers also send home weekly newsletters or use google classroom to provide tips on supporting students at home.

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 invited to attend and provide support at all LSC meetings. The school's administration has an "open door policy" and will listen to all suggestions on improving the education of Burr's students anytime. Parent surveys are solicited twice a year via My School, My Voice Survey and LSC end of the year principal feedback.

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 assure academic achievement through the following actions: 1) Students are required to arrive on time daily 2) Students are required to display appropriate behavior according to school-wide expectations 3) After-School programs are provided to support students instructional needs as well as enrichment programs to provide students with a well rounded instructional program. Students are made aware of attendance and academic expectations via teacher, principal, and data reports.

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.

N/A

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00