



2012-2014 Continuous Improvement Work Plan

Edmond Burke Elementary School

Burnham Park Elementary Network
5356 S King Dr Chicago, IL 60615
ISBE ID: 150162990252103
School ID: 609819
Oracle ID: 22411



Mission Statement

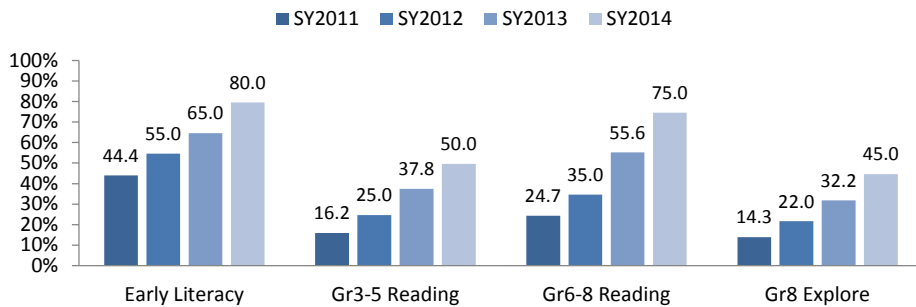
Our mission is to provide a quality individualized academic program that meets the needs of all students, to create academically successful students, responsible citizens, and lifelong learners. This will occur in a safe, nurturing environment of trust and mutual respect where creativity, cultural diversity, and academic excellence are fostered across the curriculum.

Strategic Priorities

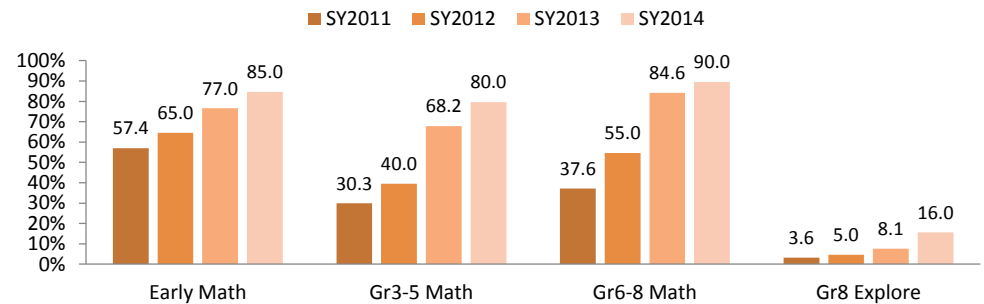
1. Identify and implement high-impact instructional practices that are embedded in the ELA Common Core State Standards for grades one through eight and supported by research; along with alignment to our assessment model.
2. Provide students with systematic, research-based (and technology driven) interventions in Reading, Math and SEL through a Response to Intervention framework with data-based decision-making.
3. Implement a Social Emotional Learning curriculum in conjunction with school-wide and classroom-based positive behavioral interventions at the universal, secondary, and tertiary levels.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Edmond Burke Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Nicholas Gaines	Principal
Frederick Williams	Assistant Principal
Narineh Gharashor	Classroom Teacher
Janette Arthur	Classroom Teacher
Kathleen Toscano	Classroom Teacher
Ed Kajor	Special Education Faculty
Tracy Robinson	Classroom Teacher

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	44.4	55.0	65.0	80.0		Early Math % of students at Benchmark on mClass	57.4	65.0	77.0	85.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.2	25.0	37.8	50.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	30.3	40.0	68.2	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.7	65.0	80.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	40.4	80.0	80.0	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.7	35.0	55.6	75.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.6	55.0	84.6	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.5	65.0	80.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.3	80.0	80.0	80.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	14.3	22.0	32.2	45.0		Explore - Math % of students at college readiness benchmark	3.6	5.0	8.1	16.0

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Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	89.3	95.0	95.0	95.0	Misconducts Rate of Misconducts (any) per 100	82.0	49.2	29.5	20.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	51.9	63.9	75.9	80.0	ISAT - Reading % of students exceeding state standards	4.3	5.0	9.7	15.0
ISAT - Mathematics % of students meeting or exceeding state standards	70.7	85.7	90.0	90.0	ISAT - Mathematics % of students exceeding state standards	7.9	12.0	17.8	25.0
ISAT - Science % of students meeting or exceeding state standards	44.9	59.9	74.9	85.0	ISAT - Science % of students exceeding state standards	2.9	4.5	6.5	10.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The school has goals for student achievement in the areas of literacy, math, and attendance. Each teacher has developed classroom goals for improvement, as well. The school also has a clear strategic plan that names instruction (lesson and unit development, teacher team development, and data usage), school culture and climate (Implementation of PBIS and CHAMPS, student leadership development), and family and community engagement (PAC development and Community Partnership) as levers for improvement.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal creates a professional learning systems for teachers through regular observation and feedback, teacher team development and teacher leadership development through the Instructional Leadership Team. Principal creates systems for empowered families and community partnership through regular family events and opportunities for parents to engage with the work of the school, parent volunteer opportunities, PAC development, community partnerships include: Washington Park Consrtium, Greather Bethesda Missionary Baptist Church, Greater Chicago Food Depository, Department of Family Benefits, Youth Guidance, Urban Gateways, and Swish Dreams.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Every Burke teacher and staff member participates in one of the named committees or leadership teams. Additionally, the principal works with teachers to draft grants and plan for the growth of the school.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Burke's ILT is composed of representatives of all grade levels and content areas, team members are also selected based on knowledge and expertise needed to make school-wide instructional decisions. ILT members lead professional development and all teacher team meetings. ILT does engage in reflective processes and protocols aimed at team development. Our ILT is a "3" and not a "4" because while the team does monitor both qualitative and quantitative data, it is in the process of establishing regular cycles of data monitoring. The ILT is responsible for the implementation and monitoring of the school's improvement plan.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>While the structures are in place for regular progress monitoring and analysis of data, especially at the primary level, we are still in the process of selecting the data tools that teachers will use to consistently monitor student progress.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			1
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Each Burke teacher develops his/her own units of instruction and follows what is suggested by the pacing provided in their curriculum. Some teachers have year-long learning plans, but many teachers plan instruction weekly.	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Each grade-level and course has a set of instructional materials that are aligned with standards. Special education teacher must work with general education teachers to modify materials so that they meet student needs.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>All data is available to teachers after each assessment but requires that teachers access and organize data online. Teachers receive professional development on data access and action planning.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>All teachers post standards-based learning objectives, but do not always communicate them to students nor do they communicate the relevance of the learning. Lesson development is currently focused on teachers purposefully sequencing and aligning standards-based objectives so that they lead to a deep understanding and mastery of the standards. Not all teachers regularly use formative assessments during instruction to monitor student progress and adjust lesson course as necessary.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>While there are school-wide systems for identifying students in need of intervention and developing action plans based on student need, not all teachers participate in the regular monitoring of those interventions or their impact.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Current professional development is focused on data-review, data-usage, and development of Common Core aligned lessons and units.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Teachers collaborate weekly to plan instruction and share best practices. We are working to establish data-cycles to review data and monitor student progress together. General and special education teachers share plans but do not plan together. The ILT is beginning to establish protocols and norms for discussion with their teams.	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	All teachers receive ongoing coaching support and consistent feedback on lesson planning and delivery. The ILT is beginning to conduct peer observations so that feedback is peer-to-peer, as well.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	The principal has established an accountability system to ensure that all staff members reinforce school expectations for all students. At this time, that accountability system is necessary to ensure that all staff members reinforce school-wide expectations.	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	All students have at least one adult advocate at Burke who care deeply about their well-bing. The majority of teacher-student interactions are fair and respectful. We are still working to ensure that students' classroom experiences demonstrate value of home culture.	
Behavior & Safety ----->			3	

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> • The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment. 	<p>Burke has a common and consistent approach to student discipline. We are still working to establish a tiered system of behavioral interventions for students who require additional support. Most staff members maintain a safe and welcoming school environment.</p>	

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	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	The principal hosted the first PAC meeting and subsequent parent events to discuss school and student performance data and the school's improvement plan.	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Teachers and school staff communicate with families in regular but non-systematic ways, i.e. notes and school communication sent home as necessary but not thorough weekly or monthly newsletters.	
	Bonding ----->			3

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DIMEI	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Burke has a warm and welcoming environment for students and families. Families regularly comment that they feel supported and respected inside of the school. The school offers bi-monthly events that offer families to participate in authentic activities in the school like, our Back to School Night, Literacy Night, and our upcoming Holiday Assembly.</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Some school staff conducts intensive outreach to families through our partnership with the Healthy Kids Market, by conducting home visits and community walks, and through our partnership with the Department of Family Benefits.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Some information is provided to students about college or career choices	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Burke provides support for 8th grade students to plan and prepare for a college and career ready path. This support is something that should be expanded to students in other grade levels.		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	All students in the school have access to a wide array of extracurricular opportunities that enrich kids experience with the school. The school offers, student council, gender-specific social emotional programming and leadership development, basketball,		

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Students participate in all relevant college and career ready assessments including the NWEA MAP, EXPLORE, TRC, NWEA MPG, and teacher-created formative assessments.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Burke strategically works to ensure a seamless transition from kindergarten into 1st grade as evidenced by the extension of the kindergarten program to a full day and the close collaboration between all members of the primary teaching team. The school also works with families and 8th grade students to provide information about graduation and transition into high school.	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	School allocates discretionary spending to align with identified needs and strategic priorities most of the time. Burke actively pursues outside funding through grants and partnerships that help to meet student and staff needs.		
	Building a Team ----->				2
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	The school has not yet built a pool of potential staff through internships or part-time work and hiring is conducted after a vacancy is expected. Interviews do consist of demonstration lessons with students and are conducted by a team of teachers and the principal.		
Use of Time ----->				3	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Burke has designed a schedule based on student needs and growth goals and that also allows for daily collaboration between 2 grade level or content area teachers as well as weekly collaboration for all grade-band teams. I rated our school a 3 and not a 4 because, data indicates that students need more time in reading than in any other subject and currently the schedule allots the same number of minutes for all content areas in grades 3-8. Additionally, the school is still working to develop structured interventions to deliver during dedicated intervention blocks.</p>	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Our mission is to provide a quality individualized academic program that meets the needs of all students, to create academically successful students, responsible citizens, and lifelong learners. This will occur in a safe, nurturing environment of trust and mutual respect where creativity, cultural diversity, and academic excellence are fostered across the curriculum.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Identify and implement high-impact instructional practices that are embedded in the ELA Common Core State Standards for grades one through eight and supported by research; along with alignment to our assessment model.	Based upon a School Effectiveness Framework self-evaluation and analysis of student achievement data (DIBELS, ISAT, NWEA MAP) by the ILT and classroom observations by administration, we have determined the aforementioned priority as an important lever for increasing student achievement in ELA. This will allow us to focus our resources, coaching and instructional supports on high-impact instructional practices.
2	Provide students with systematic, research-based (and technology driven) interventions in Reading, Math and SEL through a Response to Intervention framework with data-based decision-making.	Based upon a School Effectiveness Framework self-evaluation and analysis of student achievement data (DIBELS, ISAT, NWEA MAP) by the ILT and classroom observations by administration, in conjunction with an ongoing monitoring of our Special Education Program, we have identified the aforementioned priority as an important lever for increasing student achievement. Through a quality, data-based intervention program, we can better serve the academic and SEL needs of our struggling and reluctant learners and better achieve our mission.
3	Implement a Social Emotional Learning curriculum in conjunction with school-wide and classroom-based positive behavioral interventions at the universal, secondary, and tertiary levels.	Based upon an ongoing analysis of the school culture and climate data (SWIS, Verify, survey data, and classroom observations) by administration, ILT, and Culture & Climate Team, we have determined that an increased and continued focus on Social Emotional Learning and behavioral interventions is critical to achieving our mission. Through a safe and respectful school climate, students will be better positioned to achieve their fullest potential.
4	Optional	
5	Optional	



Strategic Priority 1

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Provide students with systematic, research-based (and technology driven) interventions in Reading, Math and SEL through a Response to Intervention framework with data-based decision-making.	Based upon a School Effectiveness Framework self-evaluation and analysis of student achievement data (DIBELS, ISAT, NWEA MAP) by the ILT and classroom observations by administration, in conjunction with an ongoing monitoring of our Special Education Program, we have identified the aforementioned priority as an important lever for increasing student achievement. Through a quality, data-based intervention program, we can better

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By June 30th, 2012, administration will research and select one or more technology-based math and reading intervention programs.	Equipment/Technology	All	Administration	Summer 2012	Summer 2012	On-Track	
By June 30th, 2012, administration will develop the appropriate Action Plan for Strategic Priority 2 and update the CIWP.	Other	All	Administration	Summer 2012	Summer 2012		
By the beginning of the school year, all appropriate teaching staff will be trained on the selected intervention program.	Professional Development	All	Administration	Summer 2012	Summer 2012		
By the end of the first 8-weeks, students will be identified using screening data (Scantron, DIBELS, Mclass, etc...) and assigned to the appropriate technology-based intervention plan.	Instruction	All	ILT	Quarter 1	Quarter 1		
At the end of every quarter, students response to the technology-based interventions will be reviewed by the teacher and administration; if needed, appropriate modification of the intervention plan will be made.	Instruction	All	Teacher, Administration	Quarter 1	Quarter 4		
By the beginning of the school year, all teachers will be re-trained on Evidence-Based Behavioral Strategies for Individual Students (EBBS).	Instruction	All	ILT	Summer 2012	Summer 2012		
By the beginning of the school year, all classroom teachers will select one reluctant and/or disruptive student to implement EBBS strategies with Day 1.	Instruction	All	Teachers	Summer 2012	On-going		
Within the first 4 weeks of school, administration will meet with each teacher to review the teacher's implementation of the EBBS strategies.	Instruction	All	Administration	Quarter 1	Quarter 1		
Between week 4 and week 8, each teacher will identify at least 2 additional reluctant and/or disruptive students to implement EBBS strategies.	Instruction	All	Teachers	Quarter 1	On-going		



Strategic Priority 2

At the end of the each quarter, administration will meet with each teacher to review the teacher's implementation of EBBS strategies will the 3 or more students.	Instruction	All	Administration	Quarter 1	On-going		

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Implement a Social Emotional Learning curriculum in conjunction with school-wide and classroom-based positive behavioral interventions at the universal, secondary, and tertiary levels.	Based upon an ongoing analysis of the school culture and climate data (SWIS, Verify, survey data, and classroom observations) by administration, ILT, and Culture & Climate Team, we have determined that an increased and continued focus on Social Emotional Learning and behavioral interventions is critical to achieving our mission. Through a safe and respectful school climate, students will be better positioned to achieve their fullest potential.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By June 30th, administration will research purchasable Social Emotional Learning curriculums and determine if their application would be effective and cost-feasible.	Instructional Materials	All	Administration	Summer 2012	Summer 2012	On-Track	
Based upon administration's research and decision regarding a purchasable SEL curriculum, administration will either develop a plan to implement or begin developing an open-sourced SEL curriculum in conjunction with the Culture & Climate Team by July 31. The CIWP will be updated at this time to reflect this plan.	Instructional Materials	All	Administration, Culture & Climate Team	Summer 2012	Summer 2012		
By the beginning of the school year, all staff will be re-trained and re-freshed on the implementation of Positive Behavior Interventions & Supports and its implications as the school-wide approach.	Instruction	All	Culture & Climate Team	Summer 2012	Summer 2012		
By the beginning of the school year, the Culture & Climate Team will create school-wide climate goals, a calendar of PBIS activities (re-teaching days, boosters, new student orientation, etc...), and other milestones crucial to the ongoing improvement of school climate	Instruction	All	Culture & Climate Team	Summer 2012	Summer 2012		
The Culture & Climate Team will meet at least monthly to review data, monitor PBIS implementation, strategize and action plan.	Instruction	All	Culture & Climate Team	Quarter 1	Quarter 4		
By the beginning of the school year, all staff who have not yet been trained in the CHAMPS classroom-based management approach will receive training.	Professional Development	All	Teachers	Summer 2012	Summer 2012		
By the start of the school year, beginning of year CHAMPS expectations will be communicated to teachers by administration.	Instruction	All	Administration	Summer 2012	Summer 2012		



Strategic Priority 3

Within the first 4 weeks of the school year, all teachers will receive data-based feedback from administration on their implementation of CHAMPS. This feedback will be followed up with coaching when necessary.	Instruction	All	Administration	Quarter 1	Quarter 1		
At least quarterly, each teacher will receive data-based feedback and coaching on CHAMPS implementation	Instruction	All	Administration	Quarter 1	Quarter 4		



Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps