CIWP

2012-2014 Continuous Improvement Work Plan

Augustus H Burley Elementary School

Ravenswood-Ridge Elementary Network

1630 W Barry Ave Chicago, IL 60657

ISBE ID: 150162990252104

School ID: 609820

Oracle ID: 22421

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Literature, writing, and technology are at the heart of the student experience. Burley students think critically about their humanity and the world and cultivate their curiosity, creativity, and advocacy. The Burley community promotes a love of learning in a caring environment where all students experience success.
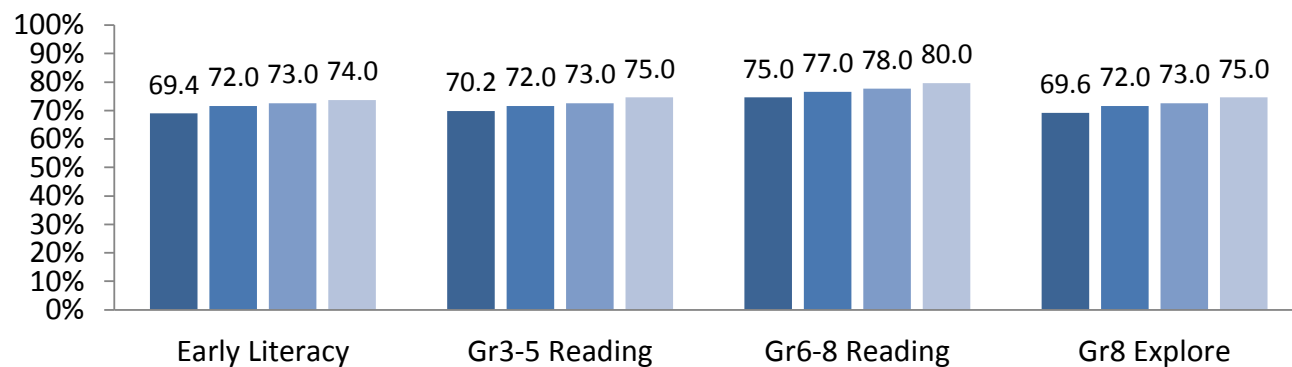
Strategic Priorities

1. Provide reading enrichment to students on the cusp of exceeding and currently exceeding on state assessments and local criteria and monitor progress.

2. Provide math enrichment to students on the cusp of exceeding and currently exceeding on state assessments and local criteria and monitor progress.

3. Teachers will effectively integrate technology to promote collaboration, communication and differentiation throughout the curriculum.

4. Provide reading and mathematics intervention to students flagged on beginning of year screeners and monitor progress.
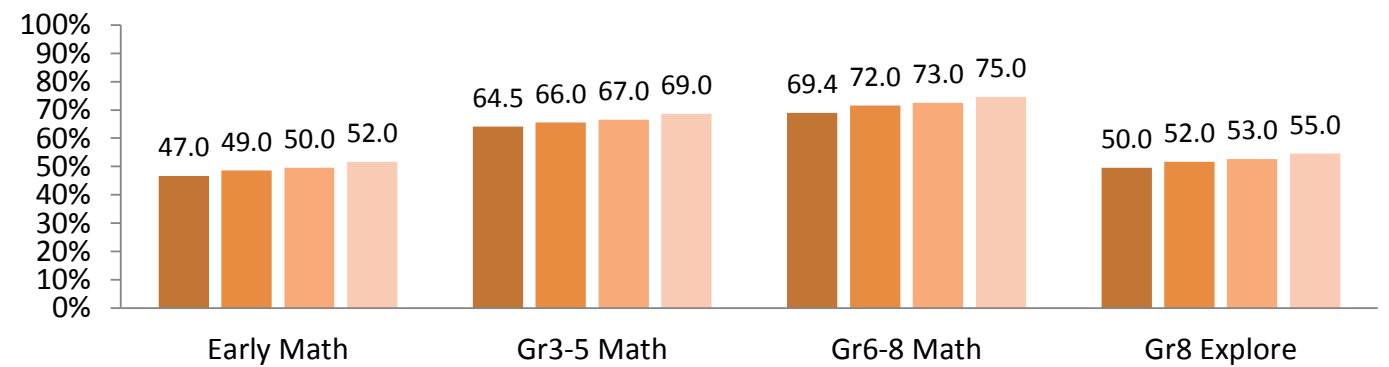
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	69.4	72.0	73.0	74.0
Gr3-5 Reading	70.2	72.0	73.0	75.0
Gr6-8 Reading	75.0	77.0	78.0	80.0
Gr8 Explore	69.6	72.0	73.0	75.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	47.0	49.0	50.0	52.0
Gr3-5 Math	64.5	66.0	67.0	69.0
Gr6-8 Math	69.4	72.0	73.0	75.0
Gr8 Explore	50.0	52.0	53.0	55.0

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:	Augustus H Burley 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
Barbara Kent	Principal
Catherine Plocher	Assistant Principal
Lisa McMahon	Classroom Teacher
Todd Strother	Classroom Teacher
Aubrey Cunat	Classroom Teacher
Sara Ahmed	Classroom Teacher
Melissa Poole	Classroom Teacher
Ralph Renfro	Lead/ Resource Teacher
Jennifer Moos	Special Education Faculty
Begona Cowan	ELL Teacher
Faith Spencer	LSC Member
Darcy DeWolf	Parent/ Guardian

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	69.4	72.0	73.0	74.0	**Early Math** % of students at Benchmark on mClass	47.0	49.0	50.0	52.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	70.2	72.0	73.0	75.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	64.5	66.0	67.0	69.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.2	55.0	60.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	66.7	69.0	70.0	72.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	75.0	77.0	78.0	80.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	69.4	72.0	73.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	67.3	69.0	70.0	72.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	62.9	65.0	37.0	69.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	69.6	72.0	73.0	75.0	**Explore - Math** % of students at college readiness benchmark	50.0	52.0	53.0	55.0

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.5	96.7	96.9	97.0	**Misconducts** Rate of Misconducts (any) per 100	0.7	0.6	0.5	0.4

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	91.5	92.0	92.5	93.0		**ISAT - Reading** % of students exceeding state standards	53.3	55.0	56.0	58.0
ISAT - Mathematics % of students meeting or exceeding state standards	97.6	97.8	98.0	98.2		**ISAT - Mathematics** % of students exceeding state standards	54.2	56.0	57.0	59.0
ISAT - Science % of students meeting or exceeding state standards	95.4	95.6	95.8	96.0		**ISAT - Science** % of students exceeding state standards	56.9	59.0	60.0	62.0

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
	Goals and theory of action	-->		**3**
DIMENSION 1:Leadership	• 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.	• 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.	5% decrease in reading ISAT achievement gap between hispanic and white subgroups. 8% decrease in math ISAT achievement gap between hispanic and white subgroups. 8% increase between 2009-2011 exceeds standards on ISAT Reading tests. 3% increase between 2009-2011 exceeds standards on ISAT Math tests. 11% increase between 2009-2011 exceeds standards on ISAT Science tests. 100% of teachers integrating technology into at least one curricular area. Algebra enrichment program comprised of many minority students. Enrichment math and reading programs available to students, regardless of race, class, or gender. Met SIPAAA priorities from 2010-2012 plan.	
	Principal Leadership	-->		**4**
	• 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.	• 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.	100% of classroom and special education teachers attended the NCTE conference. Teachers attended a general session together and were able to attend other workshops based on interest and need. Minimum of 10 LSC, PTA, and FOB meetings per year. Teachers as Readers bi-weekly study group. Literacy Institute @ Burley formed and inspired by teacher interest to differentiate needs of more experienced teachers. Coffee & Chat meetings to discuss data and identify groups who need supplemental help to achieve school wide goals. LSC, FOB, and other parent organization meetings provide cohesive vision and mission. Promotes communication and collaboration with parents and local community. Burley University formed to educate new teachers on culture and pillars of Burley foundation. Encourages participation in IRA, NCTE, Illinois Computing Educators, and other prestigious conferences that align to school goals and benchmarks. Principal attends Teachers as Readers study group meetings.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	Each staff volunteers for 1 major committee and 2 minor committees. Over 90% of classroom and special education teachers have participated in Boundless Readers. At least 8 Summer workshops are led by Burley Teachers for Boundless Readers. All teachers have the opportunity to facilitate grade/course professional development groups. All teachers contribute to curriculum mapping across content areas each year. Teachers participate in prestigious conferences and then bring back knowledge for PD. Teachers for Literacy Institute @Burley run PD for district participants and lead discussion groups. National Board Certified Teachers mentor other teachers. The technology specialist, technology committee, and iPad teachers develop effective technology integration practices and mentor other teachers in their implementation. Teachers are encouraged and supported in grant writing initiatives, such as Donors Choose, Boundless Readers, or Chicago Foundation for Education.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• 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.	• 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	ILT is composed of a range of staff to provide multiple lenses and perspectives on the school: 18% Primary Teachers, 36% Intermediate Teachers, 9% Upper Teachers, 18% Specialists, 18% Administration. 100% of staff invited to attend at any time. The ILT regularly reflects on team process and takes action to improve functioning and progress towards school-wide goals. Burley ILT leads the work of growing and improving teaching and learning school-wide. ILT engages staff in two-way communication and shared decision making. The ILT regularly reflects on its own process and effectiveness. The ILT surveys staff and analyzes school data to determine professional needs for the year. They research and read professional texts to stay current on best practices and makes recommendations to staff for Teachers as Readers.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Teachers meet with the principal once a quarter to analyze data from assessments and guided reading, monitor progress of student,s and set goals. Reading Specialist works with targeted students to provide extra supports and instruction. Hiring extra position to provide reduced literacy instruction for high class sizes. Reduced Class Size to strengthen ISAT scores from previous year. F&P guided reading assessments used to provide instructional data for students. RTI process involves collecting and analyzing data to adjust and inform instructional approaches and supports.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**4**
	• 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.	• 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.	20% of preparation periods are designated for grade-level planning. PD days are devoted to year-long scope and sequence maps, short-term mapping, and collaboration with special educators, and science instruction and curriculum. Science units are mapped at grade levels to ensure balance of experimentation and literacy implementation. Burley provides literature-rich instruction that is intentional in fostering a love of reading and the habits of real readers. Our self-authored curriculum, selection of authentic, global texts, and ongoing professional development create an instructional program that reaches every reader. Students become effective and affective readers, writers, critical thinkers, and responsible members of society. Conversation, collaboration, and meaningful inquiry provide students with the tools necessary to build deep understanding of literature, and in doing so, to explore their humanity. Technology is integrated thoughtfully in all subjects to provide opportunities for authentic research, collaboration, publishing, and differentiation.	
	Instructional materials	-->		**4**
	• 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.	• 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).	All grade level classrooms have a set of diverse text materials (non-fiction books, magazines, historical and realistic fiction) in support of many science and social studies units. 6th, 7th and 8th grade students have access to a shared (1:2) laptop for use in the classroom. 1st and 5th grade students have 1:1 iPad devices.K, 2nd, 3rd, and 4th grades use shared iPads in the classroom. 96% of classrooms (grade level, special education and specials rooms) have an LCD projector. 72% of classrooms (grade level, special education and specials rooms) have a document camera for projecting student work and reading materials. 100% of classrooms offer instructional reading materials (fiction and nonfiction) in multiple languages at varying reading levels.Student-centered learning environments promote thinking and the love of reading. Each classroom has a rich classroom library and comfortable furniture and work spaces.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**3**
• 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.	• 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.	F&P assessment and guided reading is used to monitor student growth on the reading continuum to inform instruction. ISEL information is used 3x a year to monitor student fluency, spelling, and vocabulary growth. We assess all students in an ongoing fashion to assemble informative, functional Literacy Assessment Profiles (LAPs). Our teacher-created LAPs encompass reading, writing, and spelling. In the LAPs, teachers collect rubric results for literature discussion, reading self-reflections, reading fluency snapshots, and home reading logs. Guided reading levels and standardized test scores are also included.The universal nature of our LAPs lets us analyze trends in our school. Accommodations and modifications are provided in teacher created, local, and standardized assessments for students with disabilities and ELL needs. Teacher made assessments are paper/pencil, performance tasks, and inquiry based.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**4**
• 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.	• 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.	All teachers deliver multimodal instruction. Each teacher uses technology daily to differentiate instruction and promote student thinking, understanding, & expression of knowledge. Teachers clearly communicate daily instructional goals & relevance of learning to students. Teachers use inquiry throughout the year, integrated across the content area as a way for students to analyze and synthesize information. Teachers use mini lessons & the workshop model to scaffold students through the learning process. Teachers present information in multimodal ways (media, variety of text, etc..) to enable students to access information to analyze, sythesize, and construct meaning. Time, choice, and responsiveness are key characteristics of each element of Burley's workshop approach. Students have time to practice, time to talk, time to reflect. They choose which books to read, which words to study and how to represent their thinking. Teachers use a variety of learning communities (individual, pairs, groups; face to face and virtual) to present, access, and afford students ways to build/share learning. Teachers use formative & summative assessments & anecdotal notes to monitor student progress & check for understanding. Information is used to adjust instruction to the needs of the students. Grade level teams & clusters work to align and sequence curriculum to build towards deeper understanding & construction of knowledge. Technology is integrated as a learning and communication tool, extending and enhancing the curriculum.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• 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.	• 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.	Our Hispanic students continue to improve each year in meeting/ exceeding expectations for reading achievement on the ISAT. 3rd: 70%. 5th: 80%. 8th: 97%. Interventions provided by additional supports (reading specialists 3-5x a week for 30-60 minutes; Instructional specialists 3-5x a week for 30 minutes; administration 5x a week for 20 minutes.) Scantron & ISEL are screening assessments. Fountas and Pinnell guided reading school-wide assessments are a uniform, systematic approach to identifying gaps. Interventions are given by all classroom teachers in one-on-one and small group structures. RTI Team meets quarterly to discuss studnets receiving interventions at tier 3 and make determinations of either new interventions or the possibility of a full case study. Homeless interventions are provided to students and families as needed.	
Whole staff professional development	-->		**3**
• 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.	• 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.	100% of staff participate in bi-weekly Teachers as Readers (TAR) study group of common professional text, selected to inform instruction related to stated school-wide goals. Staff development time is used to reflect on effectiveness of new strategies. Our professional development program is constructed collaboratively from within. Teachers and administrators work closely together to analyze student work and classroom practices, study professional literature, and design professional learning experiences. Burley's Curriculum Team meets each summer to plan yearly professional development and meets bi-weekly to plan professional development. The technology specialist and technology committee develop and lead professional development about effective technology use, integration, and instruction and offer ongoing one on one support as needed. Content committees reflect on data and instruction to develop and lead PD for content instruction. Administration sends staff to professional conferences and values teacher-led PD.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**3**
	• 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.	• 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.	Daily preparation periods are provided to allow teachers time to collaborate and lesson plan as a team. After school paid planning time is allotted once a quarter to allow grade level teams time to collaborate and plan for teaching. Teachers as Readers allows for staff to meet with their grade level clusters on a bi-weekly basis for the majority of the school year. These meetings create unified collaboration time between multiple grade level teams. Collaboration among grade levels is regarded as essential to providing the best instruction possible by teachers and administration. Teachers reflect on lessons during collaboration time and make revisions based on student performance and understanding. Time is allotted during professional development days to allow for grade level teams to plan for units and set grading guidelines.	
	Instructional coaching	-->		**3**
	• 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.	• 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.	New teachers to Burley voluntarily participate for four days at Burley University, a teacher-led orientation to our curriculum and vision. Burley University lead teachers provide one-to-one work sessions to share our philosophy and instructional strategies and also help new teachers set up their learning environments and access resources. New teachers collaborate with outgoing educators to transition programming. First and second year teachers participate in New Teacher Center's mentoring program. All teachers seeking to achieve National Board Certification can receive coaching/mentoring through Chicago Public Schools or Chicago Teachers Union. The technology specialist, technology committee, and iPad lead teachers offer ongoing mentoring for colleagues to support technology integration and instruction. New iPad teachers observe in the classrooms of established 1:1 iPad teachers and receive follow-up coaching and planning opportunities.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	-->		**4**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	All Burley faculty use curriculum that incorporates college/career ready standards developed by nationally renowned organizations. All classrooms have an inquiry approach to the curriculum where students have choice and voice in what they learn, how they learn it, and how they express their information. When developing the school authored literacy curriculum, national standards were incorporated. Students engage in collaborative learning and authentic problem solving at all grades. Students use technology throughout the learning day and select and apply technology tools in multiple learning situations.	
	Relationships	-->		**4**
	• 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.	• 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 Burley teachers and staff create positive learning cultures within their classrooms, including a classroom compact (created with students); positive, nurturing language; and proactive, respectful classroom management, including conflict resolution. Students are explicitly taught awareness, understanding and sensitivity around cultures, antibullying, being upstanders, and digital citizenship. Teachers aim to respond to parent concerns within 24 hours. 100% of students with disabilities/learning differences are engaged in the school community for PE, art, technology, recess, lunch, assemblies, social studies and science. All classrooms have culturally sensitive books through The Writing Program, Linda Hoyt/ Lucy Calkins Touchstone Books, and classroom book orders. Teachers read aloud from books representing varying cultures to expose students to different backgrounds.	
	Behavior& Safety	-->		**4**
	• 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.	• 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.	Staff establishes and maintains a safe, welcoming school environment.The school has a positive school-wide discipline approach that recognizes and builds on positive behavior. Every classroom has a classroom compact.	

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 5: Family and Community Engagement	**Expectations**	-->		**4**
	• 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.	• 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.	100% of teachers provide a curriculum night, open to all parents about expectations for homework, a curriculum map, and grading policies. All families receive the school report card containing quantitative data about the school's performance on the "My School, My Voice" survey. All families receive the school report card about the performance levels of the school compared to the district and state. Principal expresses the value literacy plays in each child's life. Principal expresses the value music and art play in educating all children. School provides workshops and an after school club to students entering high school. Letters are sent home to provide outreach and solicit information. Newsletter and websites provide grade level expectations.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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 staff maintain an open door policy and engage in two-way communication with parents around student achievement. Modes of communication range from phone calls, morning meetings, notes home and student agenda books.	
	Bonding	-->		**4**
	• 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.	• 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.	All parents are invited to selected school performances (Holiday Hoopla, Multicultural Assembly, Poetry Assembly). 100% of classrooms have room parents. Many events are organized and attended by staff and community: Winter Party with Parents, Grandparents Breakfast, Family Reading Night, parent hosted socials for literary events, Explore More, Literacy workshops, etc. Principal has an open door policy and is an active participant in staff and parent meetings. Principal and parents participate in Parents as Readers. Preschool and Kindergarten orientation takes place prior to the first day of school. Parents organize and facilitate multiple school-wide events (Book Bash, Music in the Classroom, Field Day, etc.)	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**4**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School provides monetary support to send students in financial need on field trips with their class. School staff collaborats with agencies and therapists regarding all students who receive external supports. Social worker and psychologist research, identify and provide referrals for agencies and any external supports recommended for all members of the school community in need.	
	College & Career Exploration and election	-->		**4**
	• Information about college or career choices is provided.	• 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.	Annual Career Day where experts come to talk about their career and the requisites for that career. Transitions program for 8th graders provides information for high school. 1:1 meetings with students and families regarding future carreer and interest aspirations to provide guidance for high school and beyond.	
	Academic Planning	-->		**4**
	• 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.	• 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.	Burley teachers provide a well-rounded 21st Century Curriculum to all students. We challenge each learner wherever they are and continuously monitor next edges of growth. Every teacher believes that each student will attend college/higher education. Burley provides an enriched curriculum during and after school with a variety of options towards career growth and development . Instead of an 8th grade graduation, Burley has a Moving On Ceremony to set expectation for high school and college graduation expectations.	
	Enrichment & Extracurricular Engagement	-->		**4**
	• 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.	• 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.	Over 400 kids are enrolled in over 40 academic and enrichment clubs to foster the development of healthy, happy, and successful students.Numerous community organizations are offered to all students.Within the school day, Additional enrichment opportunities are provided for students in art, technology, and math.	

6: College and Career Readiness Supports

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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	***College & Career Assessments***	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	All teachers teach and assess collaborative skills. All teachers teach genres, technological, and critical literacy skills woven into career expectations. Students learn and are assessed on 21st Century learning skills.	
	College & Career Admissions and Affordability	-->		**4**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	Bilingual Advisory Committee brings in bankers and speakers to talk about financial planning, scholarship application, and college selection. The PTA has hosted guest speakers to help parents financially plan for college education.	
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	The 8th grade end of year goals are based off of the core standards for 9th grade in all subjects. Kindergarten teachers provide an orientation for parents to come into the classroom prior to the school year, meet their teachers, discuss our curriculum, and get acquainted with the building and their future classroom. The administration has 1:1 meetings with 8th grade students and parents to assist with the transition to high school. Cunselor provides website for parents and families with information and resources on high school and career opportunities.	

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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***	-->		**4**
	• 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.	• 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.	Teachers are given the professional autonomy to purchase instructional materials that they determine best meets the needs of their students. Organizations like the PTA and Friends of Burley raise money for technology, classroom positions, playground, etc. based on student need, parent, teacher, and administrative concerns.	
	Building a Team	-->		**4**
	• 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.	• 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.	Grade/course team members are included in or consulted 100% of the time during the interview process. 100% of upper grade teachers are endorsed in the area in which they teach. 100% of teachers are NCLB approved. 8 teachers are currently National Board Certified, representing every grade level cluster; 5 teachers are currently working toward their National Board Certification. A majority of teachers have achieved their Master's degrees and/or additional education. Available positions are posted to the CPS human resources (hr4u) website. As positions become available, principal or assistant principal meets with grade level team or related staff to discuss qualities needed in a new staff member. School maintains an ongoing file of resumes and contact information of potential staff members. School seeks quality substitutes throughout the school year across grade levels to create a stable team of teachers. School builds relationships with higher education institutes and regularly works with those schools' student teachers.	
	Use of Time	-->		**3**
	• 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.	• 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.	Literacy/Spanish in 4th through 8th grades is designed to provide 120 minutes of differentiated instruction based on previous year's ISAT scores and teacher recommendation. At least one prep hour is aligned among grade level teams to provide planning time during the day. Kindergarten class size is reduced two hours per day. Over populated primary classrooms receive two and a half hours of reduced class size time for literacy and content blocks. Reading Specialists provide intervention for students who are struggling readers. School day schedules are adjusted based on the needs of individual students.	

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

Literature, writing, and technology are at the heart of the student experience. Burley students think critically about their humanity and the world and cultivate their curiosity, creativity, and advocacy. The Burley community promotes a love of learning in a caring environment where all students experience success.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide reading enrichment to students on the cusp of exceeding and currently exceeding on state assessments and local criteria and monitor progress.	37% of our students meet and 53 % exceed the standard on the reading ISAT. We also scored between 51.2-67.3% in our Keeping Pace Scores in the Goal Setting section for Reading across all grade levels. By improving reading enrichment we will improve the students College and Career Readiness.
2	Provide math enrichment to students on the cusp of exceeding and currently exceeding on state assessments and local criteria and monitor progress.	43.4% of our students meet and 54% exceed the standard on the reading ISAT. We also scored between 62.9-66.7% in our Keeping Pace Scores in the Goal Setting section for Math across all grade levels. By improving math enrichment we will improve the students College and Career Readiness.
3	Teachers will effectively integrate technology to promote collaboration, communication and differentiation throughout the curriculum.	To ensure that students will be college and career ready, we need to effectively utilize the tools and resources of the 21st century throughout the learning day and strategically build teacher and student ability to use technology to accomplish learning goals.
4	Provide reading and mathematics intervention to students flagged on beginning of year screeners and monitor progress.	We scored our school a "2" in "Intervention" on the SEF. We also scored between 50-60% in our Keeping Pace Scores in the Goal Setting section in Math and Reading across all grade levels. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.
5	Optional	

Strategic Priority 1

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 reading enrichment to students on the cusp of exceeding and currently exceeding on state assessments and local criteria and monitor progress.	37% of our students meet and 53 % exceed the standard on the reading ISAT. We also scored between 51.2-67.3% in our Keeping Pace Scores in the Goal Setting section for Reading across all grade levels. By improving reading enrichment we will improve the students College and Career Readiness.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide extended day time for ILT and Teacher Teams to analyze school priorities and plan staff development.	ILT/ Teacher Teams	All	Administration	On-going	On-going		
Evaluate resources used to teach content area studies with an emphasis on non fiction classroom library and invest in new materials as necessary.	Instructional Materials	All	Teachers and Administration	Quarter 1	Quarter 2		
Conduct teacher-teacher observations in all pre-K-8 grades during at least one instructional activity.	Professional Development	All	ILT	Quarter 3	On-going		
Professional Development for implementing Common Core aligned literacy instruction delivered by teacher leaders to each grade band.	Professional Development	All	ILT/ Administration	On-going	On-going		
Provide teacher extended day for developing alignment between CCSS and Burley Language Arts Curriculum.	After School/ Extended Day	All	Administration	Quarter 1	On-going		
Provide substitute coverage for teachers to attend professional development, to visit other classrooms, and attend conferences.	Professional Development	All	Administration	Quarter 1	On-going		
Engage professional inquiry to develop vertical coherence and horizontal consistency in assessment, curriculum delivery, and professional best practice.	Professional Development	All	ILT/ Administration	Quarter 1	On-going		
Provide enrichment for beyond school day programming for accelerated students.	After School/ Extended Day	Other student group	Administration	Quarter 1	Quarter 3		
Purposeful monitoring of NWEA scores in the fall followed by targeted small group instruction to ensure students meet growth for winter and spring tests.	Instruction	All	Teachers and Administration	Quarter 1	On-going		

Strategic Priority 1

Evaluate number of minutes per day students spend with eyes on text and set grade level goals for increased time exposure.	Instruction	All	Teachers	Quarter 2	Quarter 4		
Evaluate ratio of fiction/nonfiction text students spend time reading and invest additional time to meet a 1:1 ratio.	Instructional Materials	All	Teachers	Quarter 2	Quarter 3		
Grade clusters identify student exemplars for exceeding standards for literature and writing assignments.	Instruction	All	Grade Teams	Quarter 2	Quarter 3		
Evaluate rubrics and use backward mapping to identify high levels of performance to demonstrate essential understandings.	Instruction	All	Teachers/ Grade Teams	Quarter 2	Quarter 4		
Provide student opportunities within the classroom for individual demonstration of skills and abilities within reading.	Instruction	All	Teachers	Quarter 1	On-going		
Develop grade level continuum of inquiry skills and strategies.	Instruction	All	ILT	Summer 2013	Year 2		
Plan and host family literacy events.	Parental Involvement	All	Administration and Committees	Summer 2012	On-going		
Evaluate and implement the Burley Language Arts Curriculum throughout all grade levels.	Instruction	All	Teachers	Quarter 1	On-going		
Provide professional development for after school instructors to ensure coherence of reading/writing workshop model.	Professional Development	All	Teachers	Quarter 1	On-going		
Conduct an assessment of current materials and purchase challenging resources for high level readers which are socially appropriate.	Instructional Materials	Other student group	Teachers	Summer 2012	Year 2		
Provide staff to reduce class size.	Staffing	Other student group	Administration	Summer 2012	On-going		
Provide professional development for embedding technology into the Language Arts Curriculum	Professional Development	All	Teacher Team	Quarter 1	On-going		
Provide supplies and maintainence of equipment to implement the instructional program.	Supplies	All	Teachers and Administration	Quarter 1	On-going		
Provide funds for student transportation for field trips to increase language development and background knowledge.	Instruction	All	Teachers and Administration	Quarter 1	On-going		
Provide opportunities and funds for teachers and staff to attend seminars and conferences.	Professional Development	All	Teachers	Summer 2012	On-going		
Provide World Language and Culture to strengthen vocabulary and background knowledge.	Staffing	Other student group	Administration	Summer 2012	On-going		

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 math enrichment to students on the cusp of exceeding and currently exceeding on state assessments and local criteria and monitor progress.	43.4% of our students meet and 54% exceed the standard on the reading ISAT. We also scored between 62.9-66.7% in our Keeping Pace Scores in the Goal Setting section for Math across all grade levels. By improving math enrichment we will improve the students College and Career Readiness.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Evaluate and develop Professional Development for vertical and horizontal alignment to math CCSS to eliminate implementation gaps and to inform instruction.	Professional Development	All	ILT/ Teacher Team	Quarter 4	On-going		
Evaluate and implement discourse in math instruction to promote abstract reasoning, construction of viable arguments, critiquing of reasoning, strategic use of appropriate tools, and articulation of repeated structure.	Instruction	All	Teachers	Year 2	On-going		
Continue to utilize systems to monitor math fact acquisition and assessment according to math Trailblazer scope and sequence across all grades.	Instruction	All	Teachers	Quarter 1	On-going		
Purposeful monitoring of NWEA scores in the fall followed by targeted small group instruction to ensure students meet growth for winter and spring tests.	Instruction	All	Teachers	Quarter 1	Quarter 3		
Evaluate and increase high quality math trade books represented in classroom libraries.	Instructional Materials	All	Teachers	Year 2	On-going		
Evaluate math resources for classroom instruction for all grades and replenish where necessary.	Instructional Materials	All	Teachers	Year 2	On-going		
Host a family math night where concepts are put to use in real life math challenges across grade levels.	Parental Involvement	All	ILT/ Administration	Quarter 4	On-going		
Provide after and before school algebra and geometry for 7th and 8th grade students to enhance learning.	After School/ Extended Day	Other student group	Teachers	Quarter 1	On-going		
Provide small group instruction for advanced students in 4th through 8th grade with math specialist based upon ISAT scores.	Staffing	Other student group	Teachers	Quarter 1	Quarter 4		

Strategic Priority 2

Provide algebra and geometry instruction for eligible 7th and 8th grade students	Instruction	Other student group	Alegbra/ Geometry Specialist	Quarter 1	Quarter 4		
Provide music enrichment for K-2 grade students.	Instruction	Other student group	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
Teachers will effectively integrate technology to promote collaboration, communication and differentiation throughout the curriculum.	To ensure that students will be college and career ready, we need to effectively utilize the tools and resources of the 21st century throughout the learning day and strategically build teacher and student ability to use technology to accomplish learning goals.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development on embedding technology into literacy instruction and content inquiry for teachers at all grades.	Professional Development	All	Tech Committee	Quarter 1	On-going		
iPad teachers participate in on-site and off-site professional development and develop models for effective integration of mobile devices.	Professional Development	All	Tech Committee, iPad Leadership Team	Quarter 1	On-going		
Develop virtual learning communities within the school to share technology best practices and provide professional support between PD sessions.	Professional Development	All	Tech Committee, iPad Leadership Team	Quarter 1	On-going		
The Technology Committee, which represents teachers from all grade bands, will support teachers and guide the technology program.	ILT/ Teacher Teams	Not Applicable	Tech Committee	Quarter 1	On-going		
Provide online resources for parents and students via the Burley website and classroom websites, along with related professional support.	Other	All	Tech Committee	Quarter 1	On-going		
Evaluate, purchase and maintain mobile equipment to achieve a 1:2 device-to-student ratio in grades 1-8.	Equipment/ Technology	All	Administration	Summer 2012	Year 2		
Offer parent workshops to strengthen the home-school connection and promote safe and effective technology use.	Parental Involvement	All	Tech Committee, iPad Leadership Team	Quarter 2	On-going		
Incorporate collaborative tools such as blogs and social networks into literacy or inquiry instruction in all grade 1-8 classrooms, with related support.	Instruction	All	Media Specialist, Teachers	Quarter 2	On-going		
Fund a technology instructor position to provide core technology instruction in grades K-8.	Staffing	All	Administration	Quarter 1	On-going		
Teachers from all grade bands will attend a state-wide conference to encourage effective technology integration.	Professional Development	All	Administration	Quarter 3	Quarter 3		

Strategic Priority 3

Provide extended day and release time to allow teachers to engage in peer observations, integration planning, and individualized support.	Professional Development	All	Administration	Quarter 1	On-going		
Evaluate and purchase necessary software, supplies, and ancillary equipment to support effective technology integration.	Equipment/ Technology	All	Administration	Quarter 1	On-going		
The iPad Leadership Team will develop and disseminate effective practices, objectives, and criteria for integrating mobile devices.	ILT/ Teacher Teams	All	iPad Leadership Team	Quarter 1	On-going		

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
Provide reading and mathematics intervention to students flagged on beginning of year screeners and monitor progress.	We scored our school a "2" in "Intervention" on the SEF. We also scored between 50-60% in our Keeping Pace Scores in the Goal Setting section in Math and Reading across all grade levels. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
General education teachers utilize Kid Cards to plan and schedule time during the week to implement interventions for students.	Instruction	All	Teacher	Quarter 1	Quarter 1		
Develop pull out specialist schedules based on student needs.	Instruction	All	Administrators & Specialists	Quarter 1	On-going		
Provide Professional Development to enhance systematic, shared documentation in order to track student progress	Professional Development	All	Teacher Team	Quarter 1	On-going		
Increase communication between general educators, special educators, and specialists who provide interventions	ILT/ Teacher Teams	All	Teacher Team	Quarter 1	On-going		
Professional Development for implementing interventions delivered by teacher leaders to each grade band.	Professional Development	All	Counselor/ RTI Specialist	Quarter 1	On-going		
Conduct data analysis meetings to identify groups who need intervention between grade level teams and administration.	ILT/ Teacher Teams	All	Administration	Quarter 1	On-going		
Provide reduced class groupings for reading intervention for low ability readers while enhacing language skills for high ability readers.	Staffing	Other student group	Spanish Instuctor and General Educator	Quarter 1	On-going		
Conduct an audit of instructional materials catered to a variety of accessibility levels and purchase materials for intervention.	Instructional Materials	All	General Educator	Quarter 1	On-going		
Conduct an audit of instructional materials catered to students with special needs to grant access to grade level curriculum.	Instructional Materials	Students With Disabilities	Special Educator	Quarter 1	On-going		

Strategic Priority 4

Develop beginning of the year screeners to identify students who need interventions school wide.	Instruction	Other student group	Teachers	Summer 2012	Quarter 1		
Develop school wide progress monitoring system.	Instruction	Other student group	Teacher Team	Summer 2012	On-going		
Provide extended school day programming as an intervention for reading and math.	After School/ Extended Day	Other student group	Teacher	Quarter 1	Quarter 3		
Provide professional development to define roles, responsibilities, and strategies in formative data collection for RtI and IEP writing.	Professional Development	Other student group	Teacher Team	Quarter 1	Year 2		
Increase communication with parents to work toward a learning partnership.	other	All	Administration	Summer 2012	On-going		
Provide extended day funds for office staff.	After School/ Extended Day	Not Applicable	Administration	Summer 2012	On-going		
Provide recesources for homeless students.	other	Other student group	Teachers and Administration	Quarter 1	Quarter 4		
Provide extended day for security.	Instructional Materials	Not Applicable	Administration	Quarter 1	On-going		
Provide recess and instructional support staff.	Staffing	Not Applicable	Administration	Quarter 1	On-going		

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