



### Burnside Elementary Scholastic Academy

Skyway Elementary Network  
650 E 91st Pl Chicago, IL 60619  
ISBE ID: 150162990252107  
School ID: 609827  
Oracle ID: 29021



### Mission Statement

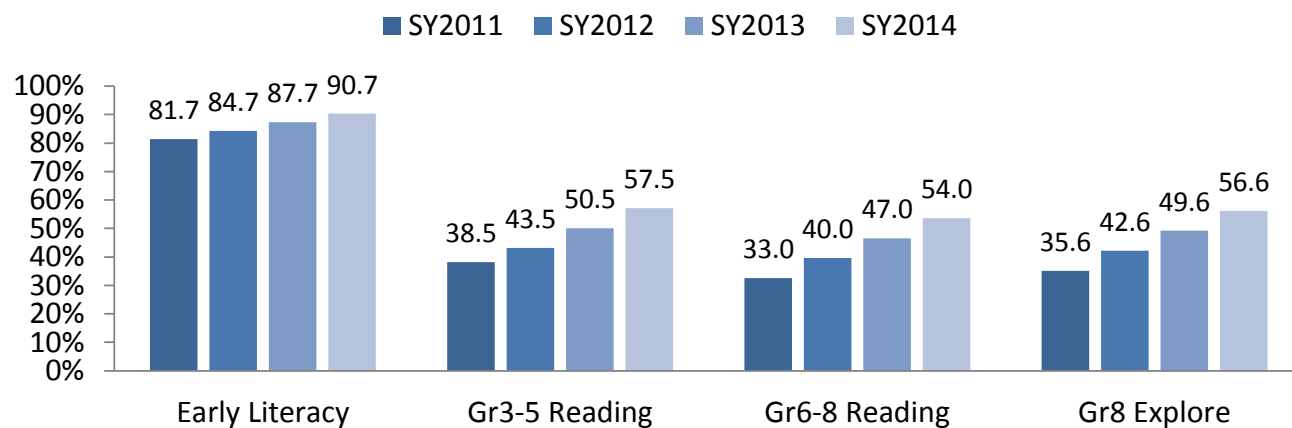
The mission of the Burnside Scholastic Academy is to provide opportunities for the continual development of a data and research-driven learning environment through the implementation of effective instructional strategies in all disciplines, among all grade-levels and in response to all student ability-groups.

### Strategic Priorities

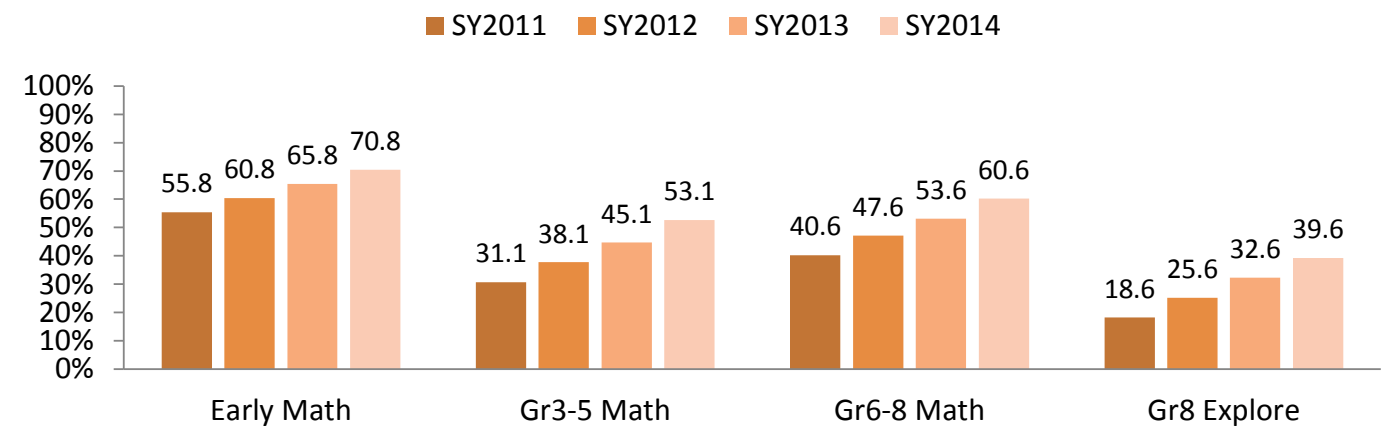
1. Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:
2. Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:
3. Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:
4. Measurable Growth in ISAT Mathematics and Science Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:
5. Measurable Growth in ISAT Composite Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:

### 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](http://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:	Burnside Elementary Scholastic Academy

**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
Dr. Anthony Biegler	Principal
Dr. Leonard Fourte	Assistant Principal
Ms. Georgetta Wraggs	Lead/ Resource Teacher
Ms. Joyce Sumter-Anderson	Lead/ Resource Teacher
Ms. Alfridiast Willis	Lead/ Resource Teacher
Ms. Beverly Perkins	Classroom Teacher
Ms. Kenya Lewis	LSC Member
Ms. Dawn Briggs	Parent/ Guardian
Ms. Catherine Gatlin	Classroom Teacher
Ms. Angela Madden-Davis	Classroom Teacher
Ms. Dell Brown	Support Staff
Ms. Joanne Covington	Community Member



## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	81.7	84.7	87.7	90.7		<b>Early Math</b> % of students at Benchmark on mClass	55.8	60.8	65.8	70.8
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	38.5	43.5	50.5	57.5		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	31.1	38.1	45.1	53.1
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	49.3	56.3	63.3	70.3		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	39.9	46.9	53.9	60.9
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	33.0	40.0	47.0	54.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	40.6	47.6	53.6	60.6
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	49.4	56.4	63.6	70.6		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	52.4	58.4	64.4	70.4
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	35.6	42.6	49.6	56.6		<b>Explore - Math</b> % of students at college readiness benchmark	18.6	25.6	32.6	39.6



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	94.9	95.5	96.0	96.5					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	8.9	7.4	6.9	6.5

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	73.0	76.0	79.0	82.0		<b>ISAT - Reading</b> % of students exceeding state standards	14.3	18.3	22.3	26.3
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	79.2	82.2	85.2	88.2		<b>ISAT - Mathematics</b> % of students exceeding state standards	15.5	19.5	23.4	27.4
<b>ISAT - Science</b> % of students meeting or exceeding state standards	73.6	76.6	79.6	82.6		<b>ISAT - Science</b> % of students exceeding state standards	8.6	13.6	18.6	23.6

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation															
DIMENSION 1: Leadership	<b>Goals and theory of action</b> ----->			3															
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p style="text-align: center; font-weight: bold;">Annual Golas/Gains for Student Achievement in ISAT</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Reading</th> <th style="width: 15%;">Mathematics</th> <th style="width: 15%;">Science</th> </tr> </thead> <tbody> <tr> <td>2008 - 2009</td> <td style="text-align: center;">72.5</td> <td style="text-align: center;">75.0</td> <td style="text-align: center;">67.6</td> </tr> <tr> <td>2010 - 2011</td> <td style="text-align: center;">72.6</td> <td style="text-align: center;">75.1</td> <td style="text-align: center;">67.7</td> </tr> <tr> <td>2011 - 2010</td> <td style="text-align: center;">72.9</td> <td style="text-align: center;">79.2</td> <td style="text-align: center;">73.4</td> </tr> </tbody> </table> <p><b>Overarching Conclusions Regarding Student Performance</b></p> <p><b>Burnside Students Require Exposure to Instructional Strategies Designed to Address Long-term and Extended Exposure to Higher Order and Critical Thinking Strategies</b></p>		Reading	Mathematics	Science	2008 - 2009	72.5	75.0	67.6	2010 - 2011	72.6	75.1	67.7	2011 - 2010	72.9	79.2	73.4
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2008 - 2009	72.5	75.0	67.6																
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	<b>Principal Leadership</b> ----->			4															
<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p><b>Indicator One - Principal-developed Professional Learning System</b></p> <p>A comprehensive professional learning system is in place in order to promote teacher capacity growth in the theory of action and strategic planning outlined in the previous demension. Each data and cooresponding growth plan template includes th following components:</p> <ul style="list-style-type: none"> <li>Individual Teacher Growth Goals and Objective</li> <li>Data Driver For Areas of Growth</li> <li>Evidence to Support Goals</li> <li>Competency Ratings/Activities to Support Goals</li> </ul> <p><b>Indicator Two - Principal's Articulation of Essential Strategic Initiatives</b></p> <p>The Burnside principal annually facilitated awareness and focus among the faculty and staff concerning the essential strategic initiatives necessary to employ in order to stimulate increased performance by a majority of students. An excerpt from a 2012 document follows:</p> <p><b>The 2011-2012 School Year in a Current Perspective</b></p>																	

## School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p><b>Examples of Teacher Engagement and Investment</b></p> <p>Teachers have opportunities to share in school leadership roles through mentoring arrangements. Opportunities are provided in weekly cluster meetings and grade level meetings. Teachers frequently make decisions around data and instructions after such collaborations.</p> <p>In cluster meetings and grade-level meetings, teacher are horizontally and vertically aligned with grade bans to collaborate and make informed decisions. Teachers analyze what instrucionsl strategies are effective and what areas of practice need improvement as they relates to various instructional design models. Suggestions are submitted to the ILT team for consideration.</p> <p>Data teams meet on a regular basis to review student achievement data from Scantron, Achievement Network, Dibels, TRC and Mclass Math. Each grade level team analyze student data and plan for teaching and re-teaching exercises. The practice is designed to ensure that the needs of all students are met accordingly.</p> <p>Teachers have been encouraged to participate in sharing student academic growth success. Teams share what is happening with their particular students during reflection meetings. In addition, teachers share best practices anf their effectiveness. They cocsistently strategize to create age-appropriate rigorous instructional activities. Coaching takes place on a regular basis with the ILT</p>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p><b>Examples of ILT Team Performance Objectives</b></p> <p>The ILT leads the work of improving teaching and learning school-wide. This is done primarily through classroom observations and instructional coaching. Observations drive subsequent improvement-centered dialogue. The ILT team also provides school-wide professional development.</p> <p>The ILT team also provide time to reflect on their own craft, evaluating what practices are effective. The ILT team consistently determines necessary changes to reach district-wide and school-wide performance goals. Data is the driving force in determining corrective action.</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Systemic Approach to Data Analysis</b></p> <p>Instruction based on determined data conclusions is the primary driving force behind all teaching and learning at the Burnside Academy. Two standard vehicles are used to guide instruction based on the results of criterion-referenced and norm-referenced assessments such as the ISAT, Scantron Assessment, DIBLES and the ETS On-line Assessment. Weekly instructional planning is facilitated through data-based lesson plan templates in order to assist teachers in prioritizing small-group instruction based on data conclusions derived from the most current data sources.</p>	<b>3</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p><b>The Coordination of Curriculum and Instructional Strategies</b></p> <p>A fundamental aspect found throughout Burnside’s K-8 curriculum structure is the integration of disciplines. Students are clearly able to recognize the many interdisciplinary connections that exist. Concepts are vertically and horizontally aligned to promote the highest levels of integration. These common learning standards are reinforced through many effective instructional practices such as multi-disciplinary projects.</p> <p>The knowledge of subject integration that students gain in preparation for high school studies will be beneficial. Measurable demonstrations of competency in higher-level critical thinking are stressed throughout the curriculum.</p> <p>Teachers are required to map curriculum implementation on a quarterly basis. Along with the quarterly map and state standards, lesson plans and pacing guides are utilized to assist with the flow of instruction.</p> <p><i>Texts used for instruction in Language Arts are grade-appropriate complexity</i></p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p><b>Instructional Materials in Perspective</b></p> <p>Each grade level, including special education classrooms, have access to grade-appropriate instructional materials that are aligned with current standards. Common Core aligned instructional materials (non-fictional texts) are planned for purchase. All instructional materials are supportive of students with disabilities and students who work at different performance levels.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p><b>Assessment Strategies</b></p> <p>Classroom data from Scantron is available immediately, and data from ANet is available within 48 hours of after the assessment. Data from Dibels, TRC and McClass Math is also available immediately.</p> <p>More help with be needed in using diagnostic and summative to monitor student learning on a frequent basis. This will be a beneficial tool in tracking student progress.</p> <p>More work will be needed in assessment accommodations and modifications to ensure that students with disabilities are able to appropriately demonstrate their knowledge and skills.</p> <p>Our teachers have a better understanding of how to look at student data and analyze such data to plan for instruction and re-teach in areas that the data indicates is necessary.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p><b>Assessment Initiatives</b></p> <p>The implementation of learning objectives and essential questions ensure that students have a thorough understanding of lesson objectives. Faculty have had many professional development sessions relating to Bloom’s Taxonomy and the need for higher level questioning. In addition, teachers have been observed on their questioning techniques.</p> <p>Teachers are moving to comprehensive towards small group instructional models. Formative assessments are used on a school-wide scale with Achievement Network, Scranton, Dibels, TRC and Mclass Math. Each quarter teachers us data to guide lesson planning amd implementation.</p>	

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Typical School	Effective School	Evidence	Evaluation
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<b>Intervention</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p><b>Intervention Strategies</b></p> <p>RTI leadership team members analyze data from formative assessments in order to identify student in need of academic intervention. Assessments such as Scantron, Achievement Network, Dibels, TRC and Mclass Math help in assisting students in need of more individualized assistance. Participating in the Read 180 program has been successful for some Burnside students. In addition, Special Education teachers push into classrooms to provide specialized assistance.</p>	

<b>Whole staff professional development</b> ----->			<b>3</b>
<p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p><b>School-wide Professional Development Strategies</b></p> <p>The Burnside faculty has engaged in timely and comprehensive professional development strands throughout the last five academic school years. Each strand was structured to include pedagogical overviews, practical application scenarios, and criteria for on-going implementation and monitoring.</p> <p>In order to strengthen the scope of professional development offerings for the purpose of building teacher instructional capacity, and for the enhanced benefits associated with the adoption of research-driven pedagogy, partnerships were formed with the Teacher Achievement Program (TAP) and the Boston-based Achievement Network.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p><b>Practices of Teacher Teams</b></p> <p>Teachers collaborate on a weekly basis in cluster meetings and grade-level meetings. In these settings, teachers analyze data to guide the planning of instruction. Strategies and resources are shared frequently</p> <p>Special Education, resource teachers and regular education teachers are all members of clusters and share responsibilities in the development of sound instruction.</p> <p>Each cluster meeting has a clear agenda. Part of the agenda for each session provides time for teacher collaboration. In addition, teachers have protocols in place for team collaboration.</p>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p><b>Instructional Coaching Practices</b></p> <p>Teachers are assigned to a cluster by grade level strand. Cluster leaders provide regular coaching. Novice teachers are provided additional coaching from cluster leaders. Through teacher mentoring, professional relationships are built and enhanced.</p>	



**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p><b>High Student Expectations</b></p> <p>Burnside teachers actively engage in practices that demonstrate high levels of knowledge about student tendencies. Teacher practices display understanding of each student’s anticipated learning difficulties. In addition, teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught to their highest level of potential.</p> <p>Leadership opportunities are made available for students through the National Junior Beta Club and the Burnside Student Council. College awareness is promoted throughout the curriculum and through specially-designed educational</p>	
	<b>Relationships</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students’ classroom experiences demonstrate value of home language and culture.</li> </ul>	<p><b>Internal Relationships and School Culture</b></p> <p>Core virtues, civic-orientated values and positive character traits are integrated into the curriculum and emphasized in all communications with students. A culture of mutual respect is the expectation for all members of the Burnside community. Misbehavior is addressed through the <i>Burnside Classroom Management School-Wide Protocol</i>.</p> <p>Students with disabilities have demonstrated documented levels of participation in extra-curricular activities as evidenced by the annual CPS Special Education <i>Snapshot</i> Evaluation System. In addition, diversity is embraced through awareness of research-proven strategies.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p><b>School-wide Behavior Plan</b></p> <p>The following school-wide behaviorplan is communicated to Burnside parents numerous times each school year.</p> <p>The purpose of Burnside's <i>School-wide Classroom Management Plan</i> is to provide for the continued progress of classroom instruction through the temporary removal of students who have been determined to be an impediment to the classroom environment by their demonstration of behaviors that surpassed the boundaries of acceptable conduct.</p>	



**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p><b>Communication of Expectations to School Community</b></p> <p>The principal, school leadership team and faculty expound high expectations in light of Burnside rich history in this particular area for both currently enrolled families and potential families. An excerpt from school literature follows:</p> <p>The Burnside Scholastic Academy was conceived in 1898 by like-minded individuals with a shared vision of a public school that would represent the highest ideals of teaching and learning. In addition, the principles of character development, and the concept that each child should experience a challenging academic environment, became the hallmarks of Burnside.</p> <p>High expectations for all students are continually implemented and maintained in all academic areas. In addition, specific learning standards that delineate the</p>	
	<b>Ongoing communication</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Communication Strategies</b></p> <p>Burnside teachers demonstrate frequent and consistent communication with parents concerning all manner of academic, social/emotional and behavioral issues. A diverse array of mediums are used including written and telephonic communication. E-mail and text messaging are also utilized.</p> <p>A mass texting service allows for another level of parent communication. In</p>	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p><b>Burnside Community Involvement</b></p> <p>Burnside conducts numerous community events each school year. A large Spring community event serves as the annual highlight. An academic and parenting theme is usually chosen for the purpose of adding intrinsic value. In addition, a complete schedule of student performance and exhibitions dot the annual school calendar.</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p><b>Support for Families</b></p> <p>The comprehensive nature of the <i>Burnside School-wide Classroom Management Plan</i> mandates communication with parents despite challenging circumstances. As a result, home visits are a common occurrence in the interest of addressing behavioral and/or academic areas of interest. In addition, partnerships with local social agencies have assisted numerous families with</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>College and Career Instruction</b></p> <p>Burnside's school counselor conducts year-long <i>College and Career Readiness</i> instruction to eighth grade students. The learning experience prioritizes the need for students to expand their horizons regarding their college and/or career choices. Students engage in reflective writing and project-</p>	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p><b>College and Career Instruction Parent Training</b></p> <p>In addition to the school counselor's College and Career Readiness Curriculum for eighth grade students, parents are encouraged to attend numerous workshops regarding the high school application and selection process. The workshops include specific assistance to parents regarding the CPS on-line application process.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Comprehensive Programming</b></p> <p>Burnside boasts full participation in all CPS opportunities for sports and additional extra curricular academic programming. Students are regularly engaged in a wide variety of recreational options throughout the school year. In</p>		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p><b>Explore Testing</b></p> <p>Great value is placed on the results generated from the annual <i>Explore</i> assessment for eighth grade students. Student scores help to establish a data foundations for future curriculum decisions regarding the school's College and Career Curriculum.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Parent Education Practices Regarding Career and College Options</b></p> <p>Burnside's College and Career Rediness curriculum includes an evening parent workshop that provides information on the high school and college experience for students in the 21st Century.</p>	
<b>Transitions</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p><b>After School and Summer Preperation Programs</b></p> <p>Regular scheduling and funding of after school and summer preperation programs have assisted numerous students to succeed academically as they move through the various grade levles. Curriculum and instructiounal priorities are centered on increased rigor and depth of content coverage.</p>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p><b>Community Engagement in the PSB Process</b></p> <p>A comprehensive effort is made to ensure that student needs are addressed through the PSB process, To that end, community feedback is sought regarding the allocation of funds. In the same manner, suggestions for community partnerships are encouraged in order to enhance financial opportunity and planning.</p>	
	<b>Building a Team</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p><b>Hiring Practices</b></p> <p>The leadership team engages in a systemic process to ensure that hiring practices meet the overarching academic needs for the entire student body. In doing so, numerous recruiting opportunities are explored. In addition, innovative teacher evaluation practices such as lesson demonstrations are employed. Deserving candidates are then engaged in extensive interview experiences that include the participation of a wide variety of school community members.</p>	
<b>Use of Time</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p><b>Student Needs-Based Schedule Design</b></p> <p>The master schedule is prioritized to ensure that collective student academic needs is the first consideration in scheduling decision-making. The school's ILT team gather feedback from the teachers in their grade-level strands to ensure inclusion in the process. The <i>Longer School Day</i> planning process helped to reinforce this practice. Teacher planning and embedded professional development opportunities are also given value in final decision-making.</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

The mission of the Burnside Scholastic Academy is to provide opportunities for the continual development of a data and research-driven learning environment through the implementation of effective instructional strategies in all disciplines, among all grade-levels and in response to all student ability-groups.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	<p>Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p><b><i>Ability-based Small Group Instruction Across All Grade Levels and Content Areas.</i></b></p> <p>This strategy will be supported by collective lesson and unit planning implementation that will stem from the infusion of systemic backward planning practices. Full implementation of this strategy will significantly impact instruction through sustained lesson targeting (Common Core Curriculum standards) of similarly deficient skill sets among student cohort groups. Incremental test score increases will be the desired result.</p> <p>Teacher capacity building as measured by REACH Students standards for teacher performance and additional measurable student learning as determined by the NWEA incremental assessments will serve as indicators of measure for this strategy.</p>	<p>The priority entitled: <b><i>Ability-based Small Group Instruction Across All Grade Levels and Content Areas</i></b> was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variance in skill attainment among student cohorts in all assessed grade- level bands. These data conclusions will be addressed through the reduction of broad-based instructional targets and the implementation of the enhanced infusion of comprehensive small group, ability-based instructional practices.</p> <p>Lesson delivery will be guided through Backward Design frameworks. In order to ensure the prevalence of meaningful instruction, guided practices strategies will be given priority. In addition, targeted instructional needs will be determined through triangulated data conclusions.</p>



2	<p>Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p><b><i>Focus on Text Complexity Competencies</i></b></p> <p>Full implementation of this strategy will significantly impact instruction through sustained lesson targeting (Common Core Curriculum standards)targeting of similarly deficient skill sets among student cohort groups. Incremental test score increases will be the desired result.</p> <p>Teacher capacity building as measured by REACH Students standards for teacher performance and additional measurable student learning as determined by the NWEA incremental assessments will serve as indicators of measure for this strategy.</p>	<p>The priority entitled: <b><i>Focus on Text Complexity Competencies</i></b> was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in text-related skill attainment among student cohorts in all assessed grade- level bands. These data conclusions will be addressed through the reduction of structurally- minimized texts and the increase in texts that meet indicators for complexity.</p> <p>Examples of text complexity indicators will include qualitative aspects such as language and knowledge demands and qualitative aspects that consider word and sentence length.</p>
3	<p>Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p><b><i>Evidence-based Writing Competencies</i></b></p> <p>Full implementation of this strategy will significantly impact instruction through sustained lesson targeting (Common Core Curriculum standards) targeting of similarly deficient skill sets among student cohort groups. Incremental test score increases will be the desired result.</p> <p>Teacher capacity building as measured by REACH Students standards for teacher performance and additional measurable student learning as determined by the NWEA incremental assessments will serve as indicators of measure for this strategy.</p>	<p>The priority entitled: <b><i>Evidence-based Writing Competencies</i></b> was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in skill attainment among student cohorts in all assessed grade level bands.</p> <p>These data conclusions will be addressed through the reduction of broad-based writing competencies and the enhanced infusion of evidence-based writing competencies as indicated by increased writing instruction that will include, student analysis of multiple texts, the construction of arguments from explanatory and informational texts and narratives. In addition, attentiveness to audience, task and purpose will be emphasized.</p>
4	<p>Measurable Growth in ISAT Mathematics and Science Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p><b><i>Optional Mathematics and Scientific Conceptual Understanding and Procedural Fluency</i></b></p> <p>Full implementation of this strategy will significantly impact instruction through sustained lesson targeting (Common Core Curriculum standards) targeting of similarly deficient skill sets among students. Incremental test score increases will be the desired result.</p> <p>Teacher capacity building as measured by REACH Students standards for teacher performance and additional measurable student learning as determined by the NWEA incremental assessments will serve as indicators of measure for this strategy.</p>	<p>The priority entitled: <b><i>Mathematics and Scientific Conceptual Understanding and Procedural Fluency</i></b> was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in skill attainment among student cohorts in all assessed grade-level bands.</p> <p>These data conclusions will be addressed through the reduction of the practice of procedural fracturing and cursory-levels of content exposure and the enhanced infusion of in depth content instruction and sequential procedural instruction in the delineation of all task based operations.</p>

<p>5</p>	<p>Measurable Growth in ISAT Composite Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p><b><i>Technology Integration (iPad format) to Facilitate Deeper Content and Non-fiction/Fiction Understanding and Application</i></b></p> <p>Full implementation of this strategy will significantly impact instruction through the introduction of alternate instructional modalities targeting (in accordance with Common Core Curriculum standards) that will target similarly deficient skill sets among student cohort groups. Incremental test score increases will be the desired result.</p> <p>Teacher capacity building as measured by REACH Students standards for teacher performance and additional measurable student learning as determined by the NWEA incremental assessments will serve as indicators of measure for this strategy.</p>	<p>The priority entitled: <b><i>Technology Integration (iPad format) to Facilitate Deeper Content and Non-fiction/Fiction Understanding and Application</i></b> was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in skill attainment among student cohorts in all assessed grade-level bands.</p> <p>These data conclusions will be addressed through the reduction of fictional text dominance in curriculum, and specifically, in instructional Literacy and the content disciplines. The systemic integration of technology will enhance the opportunity and accessibility of non-fictional texts within an interactive framework.</p>
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### 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
<p>Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p>Ability-based Small Group Instruction Across All Grade Levels and Content Areas.</p>	<p>The priority entitled: Ability-based Small Group Instruction Across All Grade Levels and Content Areas was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variance in skill attainment among student cohorts in all assessed grade-level bands. These data conclusions will be addressed through the reduction of broad-based instructional targets and the implementation of the enhanced infusion of</p>

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
<p>First Small Group Capacity Assessment</p> <p>Target: 100% Priority compliance and the establishment of a related data baseline that reflects this instructional strategy.</p>	Instruction	All	All Faculty ILT Team Principal	Quarter 1	On-going		
<p>Second Small Group Capacity Assessment</p> <p>Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 25% of students in related data that reflects this instructional strategy.</p>	Instruction	All	All Faculty ILT Team Principal	Quarter 2	On-going		
<p>Third Small Group Capacity Assessment</p> <p>Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 50% of students in related data that reflects this instructional strategy.</p>	Instruction	All	All Faculty ILT Team Principal	Quarter 3	On-going		
<p>Fourth Small Group Capacity Assessment</p> <p>Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 75% of students in related data that reflects this instructional strategy.</p>	Instruction	All	All Faculty ILT Team Principal	Quarter 4	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
<p>Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p>Focus on Text Complexity Competencies</p>	<p>The priority entitled: Focus on Text Complexity Competencies was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in text-related skill attainment among student cohorts in all assessed grade-level bands. These data conclusions will be addressed through the reduction of structurally-minimized texts and the increase in texts that meet indicators for complexity.</p>

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
<p>First Text Complexity Capacity Assessment</p> <p>Target: 100% Priority compliance and the establishment of a related data baseline that reflects this instructional strategy.</p>	Instruction	All	All Faculty ILT Team Principal	Quarter 1	On-going		
<p>Second Text Complexity Capacity Assessment</p> <p>Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 25% of students in related data that reflects this instructional strategy.</p>	Instruction	All	All Faculty ILT Team Principal	Quarter 2	On-going		
<p>Third Text Complexity Capacity Assessment</p> <p>Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 50% of students in related data that reflects this instructional strategy.</p>	Instruction	All	All Faculty ILT Team Principal	Quarter 3	On-going		
<p>Fourth Text Complexity Capacity Assessment</p> <p>Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 75% of students in related data that reflects this instructional strategy.</p>	Instruction	All	All Faculty ILT Team Principal	Quarter 4	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
Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:  Evidence-based Writing Competencies	The priority entitled: Evidence-based Writing Competencies was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in skill attainment among student cohorts in all assessed grade level bands.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
First Evidence-based Writing Capacity Assessment  Target: 100% Priority compliance and the establishment of a related- data baseline that reflects this instructional strategy.	Instruction	All	All Faculty ILT Team Principal	Quarter 1	On-going		
Second Evidence-based Writing Capacity Assessment  Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 25% of students in related data that reflects this instructional strategy.	Instruction	All	All Faculty ILT Team Principal	Quarter 2	On-going		
Third Evidence-based Writing Capacity Assessment  Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 50% of students in related data that reflects this instructional strategy.	Instruction	All	All Faculty ILT Team Principal	Quarter 3	On-going		
Fourth Evidence-based Writing Capacity Assessment  Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 75% of students in related data that reflects this instructional strategy.	Instruction	All	All Faculty ILT Team Principal	Quarter 4	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
Measurable Growth in ISAT Mathematics and Science Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:  Optional Mathematics and Scientific Conceptual Understanding and Procedural Fluency	The priority entitled: Mathematics and Scientific Conceptual Understanding and Procedural Fluency was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in skill attainment among student cohorts in all assessed grade-level bands.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
First Procedural Fluency Capacity Assessment  Target: 100% Priority compliance and the establishment of a related data baseline that reflects this instructional strategy.	Instruction	All	All Faculty ILT Team Principal	Quarter 1	On-going		
Second Procedural Fluency Capacity Assessment  Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 25% of students in related data that reflects this instructional strategy.	Instruction	All	All Faculty ILT Team Principal	Quarter 2	On-going		
Third Procedural Fluency Capacity Assessment  Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 50% of students in related data that reflects this instructional strategy.	Instruction	All	All Faculty ILT Team Principal	Quarter 3	On-going		
Fourth Procedural Fluency Capacity Assessment  Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 75% of students in related data that reflects this instructional strategy.	Instruction	All	All Faculty ILT Team Principal	Quarter 4	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
Measurable Growth in ISAT Composite Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:  Technology Integration (iPad format) to Facilitate Deeper Content and Non-fiction/Fiction Understanding and	The priority entitled: Technology Integration (iPad format) to Facilitate Deeper Content and Non-fiction/Fiction Understanding and Application was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in skill attainment among student cohorts in all assessed grade-level bands.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
First Technology Capacity Assessment  Target: 100% Priority compliance and the establishment of a related data baseline that reflects this instructional strategy.	Instruction	All	Select Faculty ILT Team Principal	Quarter 1	On-going		
Second Technology Capacity Assessment  Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 25% of students in related data that reflects this instructional strategy.	Instruction	All	Select Faculty ILT Team Principal	Quarter 2	On-going		
Third Technology Capacity Assessment  Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 50% of students in related data that reflects this instructional strategy.	Instruction	All	Select Faculty ILT Team Principal	Quarter 3	On-going		
Fourth Technology Capacity Assessment  Target: 100% Priority compliance and demonstrations of positive growth equaling a factor of 75% of students in related data that reflects this instructional strategy.	Instruction	All	Select Faculty ILT Team Principal	Quarter 4	On-going		

