



Mission Statement

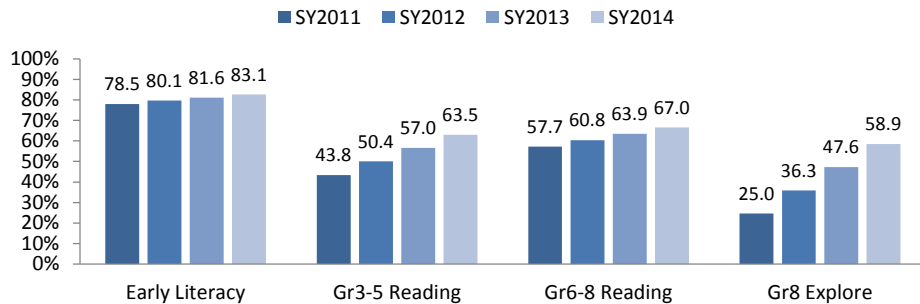
Burr Elementary is committed to building a foundation for learning through our rigorous curriculum, extracurricular activities, multiculturalism, and the development of a “service oriented” climate among our student body. At Burr, Learning and Teaching has a student centered focus that revolves around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

Strategic Priorities

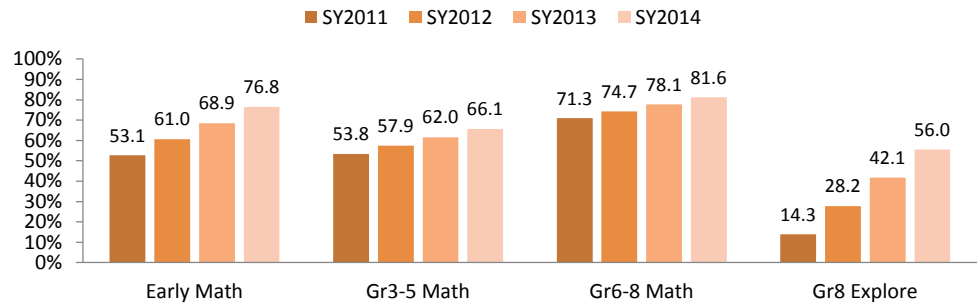
- 1. Reading and mathematics intervention/acceleration flagged at the beginning of year using screeners and monitor progress
2. Teachers deliver Common Core aligned instructions supported by high quality texts and guided practices strategies to increase student achievements.
3. Teachers will be given additional training and support that target Burr’s special education (SPED) program to ensure students with special needs are demonstrating growth in literacy, mathematics, and science.
4. Teachers will effectively integrate technology into their instruction that will facilitate students’ ability to use technology as a tool to produce, apply, and demonstrate their learning of the content across the curriculum

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Jonathan Burr 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
William R Kleé	Principal
Amy Klimowski	Assistant Principal
Carlos Patiño	Classroom Teacher
Wendy Pattis	Classroom Teacher
Tricia Rosado	LSC Member
Colleen Dillon	Parent/ Guardian
Melissa Morrill	Parent/ Guardian
Patty Chavez	LSC Member
Rosalina Mendez	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	78.5	80.1	81.6	83.1		Early Math % of students at Benchmark on mClass	53.1	61.0	68.9	76.8
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	43.8	50.4	57.0	63.5		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	53.8	57.9	62.0	66.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.9	56.4	61.0	65.4		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	51.9	56.4	61.0	65.4
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	57.7	60.8	63.9	67.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	71.3	74.7	78.1	81.6
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.4	61.3	64.2	67.1		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.2	73.2	77.1	81.1
8th Grade										
Explore - Reading % of students at college readiness benchmark	25.0	36.3	47.6	58.9		Explore - Math % of students at college readiness benchmark	14.3	28.2	42.1	56.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.9	96.0	96.5	97.0					
					Misconducts Rate of Misconducts (any) per 100	4.3	4.0	3.5	3.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	81.0	83.0	86.0	89.0		ISAT - Reading % of students exceeding state standards	22.2	25.0	28.0	31.0
ISAT - Mathematics % of students meeting or exceeding state standards	91.1	94.0	97.0	100.0		ISAT - Mathematics % of students exceeding state standards	29.1	32.0	35.0	38.0
ISAT - Science % of students meeting or exceeding state standards	78.3	81.0	84.0	87.0		ISAT - Science % of students exceeding state standards	13.3	16.0	20.0	24.0

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
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Developed a theory of action with measurable goals in the areas of literacy, mathematics, and science. Achievement goals were established after each assessment cycle by teachers and administrators in order to drive student academic growth. 	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> A system has been created to create Professional Learning Communities (PLC) to assist teachers with increasing their proficiency in instructional areas based on the needs and priorities of Burr elementary. System is in place to provide teachers with informal feedback on instructional practices by administration and the instructional leadership team (ILT). This system will be generalized to all teachers in an effort to share best practices and calibrate implementation instructional practices. A system of reflective conferencing has been established to assist teachers set ambitious goals with quarterly follow-up conferences to monitor progress of set goals. The mission and vision of the school was created collaboratively with all stakeholders with a focus on high school readiness and college bound in the 6th through 8th grade cluster, but additional focus and opportunity must be placed on messaging this vision on school wide scale, as well, internally and externally. System is in place to provide teachers with informal feedback on instructional practices by administration and the instructional leadership team (ILT). This system will be generalized to all teachers in an effort to share best practices and calibrate implementation instructional practices. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers are given leadership opportunities by participating in the following:</p> <ul style="list-style-type: none"> • Instructional Leadership Team • Cluster Teacher Teams • Various committees (Assemblies, garden, extracurricular) • Mentor Teachers • Bilingual Lead • Union Representation • CWIP Team • Present Professional Development (expertise & new learning) • Burr operates under the notion “That all instructional practices are open” ensuring teachers have an equal voice in ILT, Cluster Meetings, and PLC. Administration also practices the strategy of an “open door” to address teacher/ staff concerns, ideas, and suggestions that will facilitate a culture of “equitable voice.” 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 			3
<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 			
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			3
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			
<ul style="list-style-type: none"> Burr uses a systemic approach to analyze data at the school level and classroom level using a quarterly data reflection strategy which includes goal setting. These quarterly conferences involve meetings between individual teachers and administration. This practice will be generalized next school year which will include a layer of additional support and accountability in the form of an individual professional development plans. Data reviews will also take place at the cluster level. Teachers have engaged in common core unpacking in language Arts and will be moving towards developing unit plans aligned to common core standards. 			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> A systemic approach to the development of curriculum maps & scope and sequence will be developed in order to meet curricular needs based on the shift to common core standards. Cluster will engage in the development of common units at each grade level where appropriate. Based on internal audit and literacy survey, the purchase of guided reading material K-8 has been purchased to ensure teachers have the resources to deliver literacy instruction using the appropriate levels of text complexity and informational text. Guided reading materials include text that is 60% non-fiction and 40% fiction. 	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Based on internal audit and literacy survey, Burr presently has instructional material that is aligned to Illinois State Standards. Instructional materials are available in both English and in Spanish to meet the needs of all ELL students.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • Teachers implement all district level assessment that has results immediately after administration of each exam. Teachers also use fluency snapshots to initially gage student’s levels entering their grade levels. Teachers will be formally trained on use of formative and summative assessments to monitor learning on a frequent basis. • All teachers plan their lesson with embedded modification and accommodations for students with special needs and ELL students as required by lesson plan format. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Based on evidence during classroom observations and evaluation results, objectives/ purpose of student learning are conveyed to students during “framing the learning” part of each lesson. • Informal observation results indicate that “most” teachers use low and high level questioning techniques that promote student learning and understanding. • The ILT has collectively created high rigor IP templates that align teacher plans to standards, student activities, assessments, modifications & accommodations, C4U, and assessments. 	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> Burr implanted a response to intervention (RtI) system that takes both a remedial and accelerated approach built into the regular school day. This system allows teachers to work with small groups and address their individual academic needs. Burr is moving to a more structured guided approach to instruction in literacy, mathematics, and science. Teachers are encouraged to adopt guided reading strategies and learn the balanced literacy method; formal training will be provided to teachers to support this initiative. Meanwhile, walkthrough data cites evidence that teachers use small group instruction as part of their instructional practices in literacy and mathematics. 	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Whole staff professional development occurs regularly on district priorities, school's priorities, and differentiated by relevant cluster groups and need.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers meet in cluster to plan, discuss data, and student achievement. Clusters must meet on a bi-weekly base using cluster designed protocols with a structure agenda and outcomes. Cluster leaders report back to ILT and support/ resources is aligned according to specific cluster needs. Clusters consist of grade level teachers, specialist, administrators, and guest experts. 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Burr has a system that provides feedback to teachers by cluster leaders and administrators. This system will be expanded to include all teachers the opportunity to share best practices and provide feedback. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Administration and Teachers make connections for students about high school readiness and college bound expectations. Burr has invested in the appropriate symbols to further increase the awareness of college bound expectations and goals. Burr provides opportunities for 6th -8th grade students to visit colleges and universities during intersessions and has established a student government that gives students a voice in school activities and how they participate. Teachers are aligning instructional plans to common core standards and being trained on the different resources available to teach to the new standards. Burr engages families in high school fairs to give both students and their families' information about school choices and the transition process. Families' of students 3rd-8th grade are provided with student profile reports that display students' performance on the Scantron assessment and specific areas where improvement is needed. Students are further supported by having individual conferencing sessions with their teachers regarding their academic performance and goals. 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Based on school climate & culture portion of Burr's score card, a supportive environment is marked "strong." Discipline data indicate that a "high" level of respect is practiced between students and teachers/staff/administration. Burr "meets " in all special education LRE indicators and is inclusive of all groups in its programs, events, and extracurricular activities. 	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> Discipline data indicate that there are "low" occurrences of misbehavior among students and teachers. Burr engages in a PBIS system and positive reinforcement strategy –Rocky Paws. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The following communication systems are in place to facilitate information to our school community:</p> <ul style="list-style-type: none"> Monthly Newsletters /Calendar Monthly Coffee with the Principal Back to School Night (Curriculum Night) Parent-Teacher Conferences (Bi-annually & as needed) E-Updates Student Profile Reports (3rd-8th) High School Fairs 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Monthly Newsletters /Calendar Monthly Coffee with the Principal Back to School Night (Curriculum Night) Parent-Teacher Conferences (Bi-annually & as needed) E-Updates 	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The following groups and events assist Burr in creating a welcoming and academic focused climate and culture:</p> <ul style="list-style-type: none"> LSC, PTO, NCLB, BAC and FOB Monthly Coffee with the Principal Back to School Night (Curriculum Night) Assemblies & Concerts Chicago Dance Institute (Performance) Learning Garden Family Movie Night Fall Fest Family Day School Tours 	

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
N 6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Wraparound services are used when families are in need of specialized services. Services include, but not limited to the following: <ul style="list-style-type: none"> Teacher home visits Teacher academic home-bound services Counselor referral services 	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Burr is implementing a high school readiness and college bound culture designed to expose our students to information and experiences of college or career through the following expanding list of activities: <ul style="list-style-type: none"> College symbols (2nd floor) College trips (6th -8th) Career Day (K-8th) Counselor/Administrator Advisory (6th -8th) Formal structure coming soon. 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Middle School Advisory		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Burr sponsors the following enrichment and extracurricular engagement: <ul style="list-style-type: none"> After School All Stars (Clubs, sports, Art, and Dance based on student interest) Sports (Girls/Boys Basketball) Music (Chicago Symphony Orchestra and Band) Chicago Cares (Reading Program & Game Night) Japanese Theme Clubs (Taiko Drumming, Origami & Anime) Academic Enrichment & Remediation Student Council 		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Middle School Advisory and Explorers Assessments	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	To ensure that parents are informed about transitional years, we as a school community provide the following opportunities: <ul style="list-style-type: none"> Kindergarten Parent meetings 8th grade parent night 	

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
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> • Burr is committed to using SIPAAA/CIWP process to solicit feedback from stakeholders to ensure that discretionary funds are spent on identified needs and priorities. • Burr leverages LSC, FOB, PTO, NCLB, BAC, teacher committees, and administrative team to pursue outside funding sources to secure programming and staffing needs. The following activities have been sponsored by the above mentioned groups: <ul style="list-style-type: none"> o Chicago Run o Chicago Dance Institute o Kleenex Field Trips o Looking Glass o Full Day Kindergarten o Chicago Cares o Learning Garden o Science Lab Tables o Allstate- Smart board o Classroom Libraries o Guided Reading Material 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> • Burr administration created and implemented a multi-step hiring process that involves teachers and administrators working collaboratively to interview and view teaching demonstrations of potential candidates. • Burr has continued to partner with DePaul University and U of I for student teachers experiences for our staff. New partnerships are being created with University of Chicago and New Leaders to increase our current teacher’s capacity in the area of mentoring and leadership. • Burr is organized into “communities of learning” clusters to facilitate horizontal/ vertical planning and sharing of knowledge and expertise from each member. 	
Use of Time ----->			3	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> • Master Schedules are created with alignment of priorities, school-wide goals, and student’s needs. Master schedules are also designed with input from various stakeholders using a team format. • Master schedules allows for common planning time for teachers and cluster meetings/planning. • Master schedules allow for RtI blocks, designed for student interventions for both remediation and acceleration academic opportunities. 	

Date Stamp November 22, 2012



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

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

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Reading and mathematics intervention/acceleration flagged at the beginning of year using screeners and monitor progress	Based on Scantron (benchmark) and ISAT data, although Burr students perform in the meets category, Burr teachers & Administrators are striving to increase student achievement into exceeds category.
2	Teachers deliver Common Core aligned instructions supported by high quality texts and guided practices strategies to increase student achievements.	Common Core standard based instruction is aligned to new national state requirements and CPS district level priorities. Research also indicates that higher quality of text and guided teacher practices will increase student achievement.
3	Teachers will be given additional training and support that target Burr’s special education (SPED) program to ensure students with special needs are demonstrating growth in literacy, mathematics, and science.	Burr is committed to ensuring that all students are achieving success. Burr’s data demonstrates that SPED students have made gains and will continue to work with teachers and students to demonstrate growth in their achievement.
4	Teachers will effectively integrate technology into their instruction that will facilitate students’ ability to use technology as a tool to produce, apply, and demonstrate their learning of the content across the curriculum	Technology is an extension of learning and teaching a rigors curriculum. Burr students will be given opportunities to apply, demonstrate, learn, and use technology as a tool for their learning.
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
Reading and mathematics intervention/acceleration flagged at the beginning of year using screeners and monitor progress	Based on Scantron (benchmark) and ISAT data, although Burr students perform in the meets category, Burr teachers & Administrators are striving to increase student achievement into exceeds category.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Creating a reduced class size teacher	Staffing	Other student group	Principal	Summer 2012	Summer 2012		
Purchase of a teacher in order free AP	Staffing	All	Principal	Summer 2012	Summer 2012		
Purchase of Instructional material	Instructional Materials	All	Asst. Principal	On-going	On-going		
Create extended-day bucket for teachers	Professional Development	All	Principal	On-going	On-going		
Create extended-day bucket for ESP	Other	All	Principal	On-going	On-going		
Create a Bucket for Substitute teachers	ILT/ Teacher Teams	All	Principal	On-going	On-going		
Create a bucket for funding full day kindergarten	Staffing	Other student group	Principal	Summer 2012	Summer 2012		
Create a budget line for teacher professional development	Professional Development	All	Asst. Principal	On-going	On-going		
Pupil Transportation	Instruction	All	Teachers	On-going	On-going		
Purchase of teachers position cut from CPS quota allocation & avoid multigrade classrooms	Staffing	All	Principal	Summer 2012	Summer 2012		



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers deliver Common Core aligned instructions supported by high quality texts and guided practices strategies to increase student achievements.	Common Core standard based instruction is aligned to new national state requirements and CPS district level priorities. Research also indicates that higher quality of text and guided teacher practices will increase student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase of Instructional material	Instructional Materials	All	Asst. Principal	On-going	On-going		
Create a budget line for teacher professional development	Professional Development	All	Principal	On-going	On-going		
create a budget line for commodities- supplies	Supplies	All	Asst. Principal	Summer 2012	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 be given additional training and support that target Burr's special education (SPED) program to ensure students with special needs are demonstrating growth in literacy, mathematics, and science.	Burr is committed to ensuring that all students are achieving success. Burr's data demonstrates that SPED students have made gains and will continue to work with teachers and students to demonstrate growth in their achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase of Instructional material	Instructional Materials	Students With Disabilities	Asst. Principal	On-going	On-going		
create a budget line for commodities- supplies	Instructional Materials	Students With Disabilities	Asst. Principal	On-going	On-going		
Open special education inclusion position	Staffing	Students With Disabilities	Principal	Summer 2012	Quarter 1		



Strategic Priority 3



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

Teachers will effectively integrate technology into their instruction that will facilitate students' ability to use technology as a tool to produce, apply, and demonstrate their learning of the content across the curriculum

Rationale

Technology is an extension of learning and teaching a rigors curriculum. Burr students will be given opportunities to apply, demonstrate, learn, and use technology as a tool for their learning.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Open 0.5 computer teacher position	Instruction	All	Principal	Summer 2012	Summer 2012		
Services - Contractual	Equipment/Technology	All	Principal	On-going	On-going		
Purchase of equipment	Equipment/Technology	All	Principal	On-going	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