

Augustus H Burley Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Michele Timble	teacher	mmtimble@cps.edu	Has access
Amy Wiktor	teacher	awiktor@cps.edu	Has access
Carolyn Skibba	teacher	caskibba@cps.edu	Has access
Molly O'Shea	teacher	m qoshea@cps.edu	Has access
Michelle Nash	AP	mjnash3@cps.edu	Has access
Shannon Tremont	teacher	satremont@cps.edu	Has access
Liz Wiedegreen	teacher	eafrierott@cps.edu	Has access
Lisa McMahon	teacher	lhcmahon@cps.edu	Has access
Eileen Bishop	teacher	embishop@cps.edu	Has access
Karyn Murphy	teacher	kmmurphy3@cps.edu	Has access
Debbie King	teacher	dmking1@cps.edu	Has access
Catherine Plocher	Principal	ceplocher@cps.edu	Has access

Team Meetings

Date	Participants	Topic
05/12/2020	all	SEF
05/16/2020	all	SEF
05/19/2020	all	SEF
05/23/2020	all	Framework priorities, root cause analysis, and Goals
05/26/2020	all	Framework priorities, root cause analysis, and Goals

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Many teams are well rounded and inclusive of the school makeup but the Curriculum Development team could include another voice for the middle school. As leadership we dedicated our professional learning and grade level meetings to a core focus and allowed more time for reflection and revision of lessons and practice, but we can continue to develop these methods. We have established a mentoring and visitation system in the school, which has been a praised addition, but again could continue to develop.
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** In the past two years, Burley has established and developed teacher observation cycles to allow for teachers to build and grow the vertical alignment in the building. We also have dedicated time to a mentor program for first and second year teachers to the building. Each year our staff unanimously votes to flexibly use time over the course of the year and focus on teachers as readers. Biweekly the staff meets to discuss our current professional text and reflect and revise our curriculum and instructional practices. In the last year we have also used a reflective cycle in our weekly grade level meetings to ensure that curriculum is continuously evolving.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** This is a very strong area overall for Burley. There are teacher-developed curriculum maps across all grade levels and subject areas. Teacher teams have also developed interdisciplinary unit plans and pacing guides that make use of strong curricular resources (Calkins Reading, Calkins Writing, Comprehension Toolkit etc.) without relying on them as a scripted curriculum. An area for growth is developing universal language for English Learner curricular supports. We would also like to continue to increase and revise internal systems for supporting English Learners without any district funding or support. In addition, the team would like to review existing curriculum to assess its cultural relevance and free from bias, and incorporating multiple cultural viewpoints where possible (particularly in social studies). We need to look strongly at revising our topics and methods of delivery in order to ensure that the lens for the students to view the topics is accurate and informative.
- 4 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Burley has a very strong teaching corps with superior instructional skills - especially in Reading and Writing. This is evidenced by student performance data from NWEA, PARCC and other measures of performance. Teachers frequently monitor progress using classroom assessments and Fountas & Pinnell BAS throughout the year. Skillful implementation of the Workshop Model in both Reading and Writing ensures students build their identities as independent learners. All classrooms use a variety of instructional strategies that inquiry-based instructional approach. We would like to focus on the use of small group and individual student teaching practices to ensure that all learners are effectively growing in their understanding in every subject area.
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Burley works diligently to reflect and revise assessment practices and application on an annual basis. At Burley we create our own curriculum and throughout that process there is always a component that looks at how the skills and strategies will be evaluated and assessed through student work and discourse. We maintain a clearly articulated standard for grading that is developmentally appropriate per grade band. As a school community we have seen an influx of international students that are speakers of other languages and would like to increase our understanding and school wide approaches to best meet their needs through instruction, inclusion, and assessment.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Burley has developed a more robust MTSS process in the last 2 years. We have created a team, continual meetings, progress monitoring, and suggested menu of literacy intervention strategies. We have a folder system that includes parent communication at the inception of MTSS services as well as at the five week and ten week benchmarks. As a team we complete the SAM at the beginning and end of the year, but would like to make this reflection shared with a wider audience than the committee itself. Moving forward the MTSS team in collaboration with Burley staff will continue to develop the assessment and instructional strategies in the areas of math and social emotional areas.
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Burley does many things to ease the transition from grade to grade and into high school. We make time for teacher data conversations at the beginning of each year. Teachers from the next year's grade connect with the students through read aloud opportunities and "Move Up" experiences. The administration and school counselor conduct informational meetings about the high school process as well as individual meetings with each 8th grade family to help them navigate the GoCPS process. Recently we eliminated a designated career day and are attempting to focus more authentic presentation embedded into appropriate curricular areas.

Quality and Character of School Life

- 3 - Relational Trust

- 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
- 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- **Evidence:** Staff-student interactions are respectful and nurturing. All classrooms maintain class meetings on a daily basis and have been trained in Responsive Classroom Practices. The daily class meetings focus on the energizing students for the day and creating a classroom connection that extends into academic areas. All staff use restorative language and encourage students to problem solve in constructive ways. Overall, student interactions with one another are supportive and respectful. Burley as attempted to implementation student leadership opportunities. We are focusing growing, revising, and extending opportunities for student and teacher feedback in the roles students play around the building.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Burley is a partner school with Facing History and ourselves and therefore using robust exploration of identity and belief systems. Our curriculum is focused on promoting inquiry and investigation into authentic topics and historical events to promote critical thinking and activism but at times we are challenged by students seeing the action that can be taken outside the school walls. We want to incorporate more ways for students to see their voice in the choices they have in the building and academics to encourage connection and ownership on a regular basis.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Burley has common expectations for transitions throughout building and classrooms, children make safe choices as a result of common language that results in very few office referrals because of low incidents. Many staff members reinforce a culture of collective responsibility that creates learning spaces for introverts and extroverts. There are processes and procedures for parent and visitor entry and exit in the building and enforcement of these procedures has become more robust over the past year. Students are involved in

creating classroom expectations and compacts for behavior at the beginning of the year. We implement restorative discipline practices and proactively problem-solve with students. We would like to grow our understanding of trauma sensitive teaching practices to affectively support all of our students and sustain a building wide check in check out systems when needed with students to build relationships and positive behaviors.

- 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Burley uses class meeting time and read aloud books and discussion to teach interpersonal skills and strategies for coping with typical unwanted behavior regularly at each grade level. We have a escalation of restorative practices including take a break locations with suggested regulation activities, peace tables for students to practice supportive conflict resolution, buddy rooms, and contracting when needed. We designate trusted adults to support students when challenging situations arise. All of these components lead to few office referrals or major discipline issues.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Parents are an integral part of the Burley school community. Parents are often in and around the school building, coordinating and leading school events and supporting teachers in their classrooms. Burley administration solicits feedback and engages the community through Principal Coffee Talk, classroom newsletters, web sites, and weekly email communication. Burley maintains active PTA, LSC, Friends of Burley, and Room Parents to provide, plan, and articulate classroom activities and events We also utilize our Friends of Burley (fall social, walk-a-thon, winter fundraiser) to engage our student and parent population to support school operations, instructional programs and community partnerships.

During the past 2 years we have also relaunched a parent book club and a number of parent workshops around topics of interest.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math curriculum that is aligned to the state standards, vertically aligned between grades, and authentic learning experiences in math
Root Cause 1	Current curriculum established in the first year after common core standards were established creating standard alignment issues. Multiple curriculums throughout the building,
Area of Critical Need 2	Instruction: small group and individual instructional practices to impact growth metrics that continue to strengthen the vision of schoolwide literacy and technology aspects of learning.
Root Cause 2	Lack of planning time to address every curricular area every year.
Area of Critical Need 3	Providing opportunities for student ownership and perseverance and independence toward high quality, authentic work, actions, and attainment within the vision of schoolwide literacy focus and contribution to school culture
Root Cause 3	Lack of regular focus on opportunities for authentic action and work that students can take ownership of. Lack of regular student feedback on school vision and culture with opportunities for ownership of actions and learning.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8)	Students with IEPs		10.00	15.00
We chose this metric because this is an area that we can show the most growth with curriculum reflection and revision.	Overall		70.00	72.00
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Overall		77.00	79.00
We chose this metric because this is an area that where there is a discrepancy between our overall population and the subgroup chosen and can make the most growth to close the gap between these learners.	Students with IEPs		50.00	52.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math)	Overall		86.00	88.00
We chose this metric because this is an area that we can show the most growth with curriculum reflection and revision.	Students with IEPs		47.00	50.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Since 2019 we have attained the category "Well Organized" and we will continue to maintain the "Well Organized" status.				5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	Research and implement Math curriculum that is aligned to the state standards, vertically aligned between grades, and provides authentic learning experiences in math.
Then we see...	greater cohesion across grade levels and to the grade level standards, more consistent pacing and well-aligned expectations of tasks and mathematical practices.
which leads to...	increased alignment to grade level standards in math and cohesion of the student K-8 math experience.
Budget Description	To accomplish this goal we will need to purchase math textbooks and materials.

Tags	Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Review curriculum binder to ensure members have a common understanding of the school's philosophy and aligns with math materials Tags:Math: Curriculum • (Not started) Meet as an exploratory math committee wherein sample curricular materials are researched and examined. Tags:Math: Curriculum • (Not started) Select Curriculum that meets the math team shared qualities. Inventory current materials and determine applicability to curriculum chosen. Tags:Math: Curriculum • (Not started) Consult with external partner and organize introductory Professional Development to launch math curriculum. Tags:Math: Curriculum • (Not started) Engage in meaningful professional development opportunities and reading. Tags:Math: Curriculum • (Not started) Use grade level cycles to discuss, plan, and reflect upon new math lessons and curriculum. Tags:Math: Curriculum • (Not started) Review and refine technology integration strategies in areas such as collaboration, differentiation, making thinking visible, and using digital manipulatives and tools to support new math curriculum and instructional strategies. Tags:Math: Equitable Access • (Not started) Offer parent communication, information, and support implementation of math curriculum. Tags:FACE2: Parent Engagement

Strategy 2

If we do...	Development of building wide expectations for addressing the needs of speakers of other languages and engage in professional learning and analysis of current practices.
-------------	--

Then we see...	Increased overall understanding of the implications for speakers of other languages. Integrated resources and applicable practices in the classroom
which leads to...	Increased student engagement and academic growth and more inclusive classroom practices.
Budget Description	There are no investments needed at this time to conduct the action research assessment and evaluation of the practices applicable to this student subgroup.
Tags	MTSS: Curriculum & Instruction, OLCE
Action steps	<ul style="list-style-type: none"> • (Not started) Develop a committee of ELL endorsed educators and other interested teacher experts to assist in supporting English language learners in our building by providing their classroom teachers with meaningful information and strategies that they can use within their classrooms. Tags:MTSS: Curriculum & Instruction, OLCE • (Not started) Create a list of staff members and resources to assist in translation services at school and for families. Tags:MTSS: Curriculum & Instruction, OLCE • (Not started) Discuss and engage in a root cause analysis of the challenges that we are currently addressing with our speakers of other languages and to build the capacity of staff around techniques and strategies through professional learning. Tags:MTSS: Curriculum & Instruction, OLCE • (Not started) Create a streamlined process for identifying speakers of other languages and communicating that information to all staff members. Tags:MTSS: Curriculum & Instruction, OLCE • (Not started) Conduct a school wide survey to analyze the challenges that speakers of other languages are experiencing with Burley curriculum. Tags:MTSS: Curriculum & Instruction, OLCE • (Not started) Develop a bank of digital tools and strategies to help us effectively leverage 1:1 technology to support our English Language Learners and differentiate effectively for all students. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, OLCE

Strategy 3

If we do...	revisit through professional development the key instructional practices and curricular cornerstones essential to fostering an authentic love and culture of reading for students within the school community.
Then we see...	A continued focus and refinement of aligned literacy instruction and student reading lives.
which leads to...	Increased student engagement in authentic reading behaviors, a developed passion for reading and broader parent support
Budget Description	
Tags	Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Read professional texts that inspire teachers to implement practices which support and inspire all students passion for reading Tags:Leadership for Continuous Improvement • (Not started) Provide time for teachers to read their classroom libraries and book talk to their grade-band teams on a regular basis to practice and build their own reading and recommending lives and match books with readers Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts • (Not started) Frequently engage and inform families of key elements of school reading culture and provide them with tangible activities they can do to support this at home. Tags:Family & Community Engagement • (Not started) Use school-wide digital and non-digital activities and connections to promote a culture of reading among students and staff. Tags:Literacy: Key Practice #5-Creating Content in a Digital Environment • (Not started) Discuss and evaluate the use of reading log practices and develop a cohesive plan for its use across grade levels. Tags:Literacy: Key Practice #4-Authentic Learning Experiences

Strategy 4

If we do...	Embed daily opportunities for greater student choice and voice in curricular and extracurricular areas
Then we see...	A greater opportunity for student voice and choice in school culture.

which leads to...	Greater student engagement, connection, and perseverance to Burley are a whole.
Budget Description	This goal is driven by teacher time and aspects that are already accessible in the school building.
Tags	OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Form a student engagement committee to develop and lead opportunities for student independence, choice, leadership, application of expertise, and connection to multiple adults. Tags:CBE: SEL Integration • (Not started) Work with students and staff to explicitly define and disseminate shared values and behaviors that can be promoted and reinforced school-wide in academic and non-academic activities Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Use cross-classroom and public digital communities to promote student voice, connectedness, leadership, and ownership. Tags:Literacy: Key Practice #5-Creating Content in a Digital Environment

Action Plan

Strategy 1

Review curriculum binder to ensure members have a common understanding of the school's philosophy and aligns with math materials

Sep 01, 2020 to Feb 01, 2021 - Math committee

Meet as an exploratory math committee wherein sample curricular materials are researched and examined.

Sep 01, 2020 to Feb 01, 2021 - Math committee

Select Curriculum that meets the math team shared qualities. Inventory current materials and determine applicability to curriculum chosen.

Sep 01, 2020 to Feb 01, 2021 - Math committee

Consult with external partner and organize introductory Professional Development to launch math curriculum.

Apr 01, 2021 to Jun 30, 2021 - Math committee Math Publisher

Engage in meaningful professional development opportunities and reading.

Jun 01, 2021 to Aug 31, 2021 - Curriculum Team Math Committee

Use grade level cycles to discuss, plan, and reflect upon new math lessons and curriculum.

Sep 01, 2021 to Jun 01, 2022 - Principal Assistant Principal Teachers

Review and refine technology integration strategies in areas such as collaboration, differentiation, making thinking visible, and using digital manipulatives and tools to support new math curriculum and instructional strategies.

Sep 01, 2020 to Jun 30, 2021 - Technology Coordinator Technology Team Teachers

Offer parent communication, information, and support implementation of math curriculum.

Sep 01, 2021 to Jun 17, 2022 - Administration Math Committee Teachers

Strategy 2

Develop a committee of ELL endorsed educators and other interested teacher experts to assist in supporting English language learners in our building by providing their classroom teachers with meaningful information and strategies that they can use within their classrooms.

Sep 01, 2020 to Jun 30, 2021 - ELL committee Teachers

Create a list of staff members and resources to assist in translation services at school and for families.

Sep 01, 2020 to Jun 30, 2021 - ELL committee Teachers

Discuss and engage in a root cause analysis of the challenges that we are currently addressing with our speakers of other languages and to build the capacity of staff around techniques and strategies through professional learning.

Jan 01, 2021 to Apr 30, 2021 - ELL committee Teachers

Create a streamlined process for identifying speakers of other languages and communicating that information to all staff members.

Sep 01, 2020 to Oct 01, 2020 - ELL committee Teachers

Conduct a school wide survey to analyze the challenges that speakers of other languages are experiencing with Burley curriculum.

Sep 01, 2021 to Oct 30, 2021 - ELL committee Teachers

Develop a bank of digital tools and strategies to help us effectively leverage 1:1 technology to support our English Language Learners and differentiate effectively for all students.

Sep 01, 2021 to Jun 30, 2022 - Technology team Technology coordinator

Strategy 3

Read professional texts that inspire teachers to implement practices which support and inspire all students passion for reading

Sep 01, 2021 to Jun 30, 2022 - Curriculum Team Teachers

Provide time for teachers to read their classroom libraries and book talk to their grade-band teams on a regular basis to practice and build their own reading and recommending lives and match books with readers

Jan 01, 2022 to Mar 31, 2022 - Curriculum Team Teachers

Frequently engage and inform families of key elements of school reading culture and provide them with tangible activities they can do to support this at home.

Sep 01, 2020 to Jun 30, 2022 - Curriculum Team Teachers Administration

Use school-wide digital and non-digital activities and connections to promote a culture of reading among students and staff.

Sep 01, 2020 to Jun 30, 2021 - Technology coordinator Teachers

Discuss and evaluate the use of reading log practices and develop a cohesive plan for its use across grade levels.

Jan 01, 2022 to Mar 31, 2022 - Teachers Curriculum Team

Strategy 4

Form a student engagement committee to develop and lead opportunities for student independence, choice, leadership, application of expertise, and connection to multiple adults.

Sep 01, 2021 to Jun 30, 2022 - Administration Teachers

Work with students and staff to explicitly define and disseminate shared values and behaviors that can be promoted and reinforced school-wide in academic and non-academic activities

Sep 01, 2021 to Jun 30, 2022 - Teachers Curriculum Team School Culture Team

Use cross-classroom and public digital communities to promote student voice, connectedness, leadership, and ownership.

Sep 01, 2021 to Jun 30, 2022 - Technology coordinator Technology Team Teachers

Fund Compliance

ESSA Program

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

N/A Burley does not receive Title 1 funds.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

N/A Burley does not receive Title 1 funds.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

N/A Burley does not receive Title 1 funds.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

N/A Burley does not receive Title 1 funds.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

N/A Burley does not receive Title 1 funds.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

N/A Burley does not receive Title 1 funds.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

N/A Burley does not receive Title 1 funds.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

N/A Burley does not receive Title 1 funds.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

N/A Burley does not receive Title 1 funds.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

N/A Burley does not receive Title 1 funds.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

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

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

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

N/A Burley does not receive Title 1 funds.

School-Parent Compact (Complete)

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

N/A Burley does not receive Title 1 funds.

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

N/A Burley does not receive Title 1 funds.

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

N/A Burley does not receive Title 1 funds.

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

N/A Burley does not receive Title 1 funds.

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

N/A Burley does not receive Title 1 funds.

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

N/A Burley does not receive Title 1 funds.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

N/A Burley does not receive Title 1 funds.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

N/A Burley does not receive Title 1 funds.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

N/A Burley does not receive Title 1 funds.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)**Description****Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00