

School: Briar Glen
School Year: 2022-23

Date: August 2, 2022

MISSION

CCSD 89 will empower all learners to recognize and optimize their full potential

VISION FOR EXCELLENCE

CCSD 89 aspires to:

- **Employ** rigorous, relevant curriculum and learning opportunities
- **Engage** in innovative problem solving, critical thinking and effective collaboration
- **Enable** self-sufficiency, responsibility and accountability
- **Encourage** empathy, acceptance and self-efficacy
- **Embrace** the strengths in our differences as members of a global community
- **Ensure** the essential resources necessary to remain a premier school district

CORE VALUES

- *A partnership with home, school and community is important for all students to learn, grow and develop to their full potential.*
- *It is essential to hold high expectations for all students.*
- *Members of our learning community must treat one another respectfully and work collaboratively to achieve our mission and vision.*
- *Data-driven decisions and high levels of satisfaction are essential for continuous improvement.*
- *Students, families and staff must collaborate to guide students toward responsibility and accountability for their growth and learning.*
- *21st century learning and the integration of technology enables and enriches skills essential for future readiness.*
- *Alignment and efficient use of resources (people, time, space, and money) enhances learning and supports improvement goals.*

EXPECTATIONS

In CCSD 89, what high expectations do we have for every single student?

In CCSD 89, we support high expectations for every single student and staff member through

- developing a sense of community and belonging that is accepting of all.
- promoting positive mindsets, "I can, I will, I am, I am happy you are here..."
- creating routines and expectations together that result in a cohesive, safe learning environment.

- prioritizing staff collaboration opportunities that result in professional learning and improved student experiences.
- providing cognitive engagement through universally designed learning experiences that results in students applying their knowledge in different ways.
- planning standards aligned learning activities that build knowledge by providing student-choice that results in student ownership and pride in their work.
- implementing ongoing assessment practices that results in student reflection of growth and progress through goal setting.
- facilitating inquiry through guided questions that result in increased student talk, collaboration and cooperation.
- utilizing teacher and student-to-student feedback that results in reflective learning.
- encouraging academic risk taking that results in new learning.

RESOURCES

District Resources

- [Guide to Access & Achievement for All \(AAA Guide\)](#)
- [CAST Universal Design for Learning Guidelines](#)
- [Scope & Sequence folder](#)
- [Instructional Coaching website](#)
- Professional Development [Toolbox](#)
- 2022-23

School Resources

- School shared drive/folder
- School professional development plan
- School professional development library
- [Goal Setting folder](#)
- [Student goal examples](#)
- [Sample approaches to goal setting](#) (whole group, small group, individual)

Professional
development plan

- [Restorative Practices](#)
- [Responsive Classroom](#)
- Achieve the Core
([coherence maps](#))
- [American School Psychologist Association](#)

- The Next Step
Forward in Guided
Reading: An Assess-
Decide-Guide
Framework for
Supporting Every
Reader

GOAL 1: Climate & Culture

Aligned to Strategic Plan Goal for Social-Emotional Development & Community Engagement

Increase student, staff and family engagement and belonging in the school community as measured by participation in activities, attendance at events, growth in 5 essential survey data and feedback from families, students and teachers.

Climate & Culture Action Plan



	<p>How will you meet the goal? Identify the strategies that will be used to reach the goal</p> <p>How are we providing multiple means of engagement? How are we providing multiple means of representation? How are we providing multiple means of action and expression? Universal Design for Learning What is UDL?</p>	<p>Who is accountable? Staff who will work toward the strategy (ie: Admin, K-5 teachers, EL, Intervention, Enrichment, SW)</p>	<p>Timeline</p>	<p>Evidence of Progress What data will reflect the goal is being met? Link in curricular and district assessment data summaries, agendas, PD slides, documents or folders that support progress toward the goal</p>
<p>Strategy and action steps for every single student</p>	<p>Team Building Days will be dedicated to build a foundation of friendships, connections and sense of belonging for staff and students.</p>	<p>-Staff -Students -Principal -SEL Team</p>	<p>Designated days and throughout the school year</p>	<p>Attendance, participation, student and teacher feedback</p>
	<p>School wide celebrations will be connected to classroom implementation of reinforcing positive behavior with the use of "Buster Bones".</p>	<p>-Staff -Students -Principal</p>	<p>School wide once per trimester Classroom celebrations at teacher discretion</p>	<p>"Buster Bone" visual, office referral data, classroom behavioral data</p>
	<p>Increase opportunities and participation for student engagement/leadership in extracurricular activities/clubs.</p>	<p>-Staff -Students -Principal -PTC</p>	<p>Throughout the school year</p>	<p>number of students participating</p>
	<p>Provide opportunities for families to attend evening events (i.e., Literacy Night, Math Night, Wellness Night, PTC sponsored events)</p>	<p>-Staff -Students -Principal -PTC</p>	<p>Throughout the school year</p>	<p>number of staff, students and families participating, 5 Essentials Survey</p>

	Staff will connect restorative practices with responsive classroom strategies. This will lead staff to consistently build positive relationships to foster trust and a sense of belonging in our school community.	-Staff -Students -Principal	Throughout the school year	BESS data, office referrals, 5 Essentials Survey, student attendance
For students in Tiers 2 & 3	Target student groups to encourage participation in extracurricular activities/clubs.	-Staff -Principal -Support Staff -District Parent Liaison	Throughout the school year as needed	participation, BESS data, student attendance, 5 Essentials Survey, teacher input
	District Parent Liaisons will be utilized to support identified students and families.	-Principal -Social Worker -District Parent Liaison	Throughout the school year as needed	BESS data, student attendance, track use of District Parent Liaisons
	Identify students who will benefit from positive relationships through Briar Glen's community mentor program.	-Principal -Social Worker -Mentor	Identify in the fall and evaluate the need throughout the school year	BESS data, student attendance, teacher input, 5 Essentials Survey

GOAL 2: Reading

Aligned to Strategic Plan Goal for Academic Success



- 85% of students will be above the 40th percentile in reading
- 90% of students in the 1st and 2nd quintiles will exceed their growth target in reading

Reading Action Plan

	<p style="text-align: center;">How will you meet the goal? Identify the strategies that will be used to reach the goal</p> <p>How are we providing multiple means of engagement? How are we providing multiple means of representation? How are we providing multiple means of action and expression? Universal Design for Learning What is UDL?</p>	<p style="text-align: center;">Who is accountable? Staff who will work toward the strategy (ie: Admin, K-5 teachers, EL, Intervention, Enrichment, SW)</p>	<p style="text-align: center;">Timeline</p>	<p style="text-align: center;">Evidence of Progress What data will reflect the goal is being met?</p> <p style="text-align: center;">Link in curricular and district assessment data summaries, agendas, PD slides, documents or folders that support progress toward the goal</p>
<p>Strategy and action steps for every single student</p>	<p>Recruit student interest by offering socially and culturally relevant texts that are age and ability appropriate.</p>	<p>-Staff -LMC teacher -PTC</p>	<p>Throughout the school year</p>	<p>Inventory of classroom and school library books, analysis of book checkout data</p>
	<p>Teachers and students will collaborate/conference to develop student long-term goals into short-term goals that are attainable and measured in a developmentally appropriate manner (i.e., whole class, individual).</p>	<p>-Certified Staff -Instructional Coach -UDL Specialist -Principal</p>	<p>Throughout the school year</p>	<p>Student academic long and short term data may include the following: MAP, IAR, Aimsweb, Fountas & Pinnell, MAP reading fluency, teacher assessments</p>
	<p>Teachers will provide opportunities to activate prior knowledge through the use of advanced organizers such as: concept maps, KWL, word sorts, etc.</p>	<p>-Staff</p>	<p>Throughout the school year</p>	<p>Share out and discussion of resources during teacher collaboration time</p>
	<p>Continued use of data driven and monitored flexible grouping for guided reading. Staff will intentionally plan with a focus on stamina and engagement using Universal Design for Learning.</p>	<p>-Staff -UDL Specialist -Instructional Coach</p>	<p>Throughout the school year</p>	<p>Student academic long and short term data may include the following: MAP, IAR, Aimsweb, Fountas & Pinnell, MAP reading fluency, teacher assessments</p>

	Teachers will lead professional collaboration with a focus on student improvement and data.	-Certified staff -Principal -EL -Interventionist -Resource -Instructional Coach	Throughout the school year	Team agendas (Google Docs, Checklists, etc.) and data collection
For students in Tiers 2 & 3	Intentionally plan and provide culturally responsive and relevant literature for identified students.	-Staff -LMC teacher -PTC -EL	Throughout the school year	Teacher and student feedback
	Teachers will lead professional collaboration with a focus on student improvement and data for identified students (i.e., below 40th percentile on MAP, Fountas and Pinnell and/or grade level standards).	-Staff -Principal -Interventionist -Resource Teachers -EL	Throughout the school year	Student academic long and short term data may include the following: MAP, IAR, Aimsweb, Fountas & Pinnell, MAP reading fluency, teacher assessments
	The Multi-Tiered System of Support (MTSS) will be used to guide the problem solving process for the identification of students.	-Certified staff -Principal -Student Service Team -Interventionist	Throughout the school year as needed	Problem solving forms, student academic long and short term data may include the following: MAP, IAR, Aimsweb, Fountas & Pinnell, MAP reading fluency, teacher assessments

GOAL 3: Math

Aligned to Strategic Plan Goal for Academic Success



- 85% of students will be above the 40th percentile in math
- 90% of students in the 1st and 2nd quintiles will exceed their growth target in math

Math Action Plan

	<p style="text-align: center;">How will you meet the goal? Identify the strategies that will be used to reach the goal</p> <p>How are we providing multiple means of engagement? How are we providing multiple means of representation? How are we providing multiple means of action and expression? Universal Design for Learning What is UDL?</p>	<p style="text-align: center;">Who is accountable? Staff who will work toward the strategy (ie: Admin, K-5 teachers, EL, Intervention, Enrichment, SW)</p>	<p style="text-align: center;">Timeline</p>	<p style="text-align: center;">Evidence of Progress What data will reflect the goal is being met?</p> <p style="text-align: center;">Link in curricular and district assessment data summaries, agendas, PD slides, documents or folders that support progress toward the goal</p>
<p>Strategy and action steps for every single student</p>	<p>Guide information processing and visualization through the use of Number Corner with fidelity in grades K-5.</p>	<p>-Classroom teachers</p>	<p>Daily throughout the school year</p>	<p>Student academic long and short term data may include the following: MAP, IAR, Aimsweb (kindergarten), teacher assessments, number corner assessments</p>
	<p>Teachers will lead professional collaboration with a focus on student improvement and data.</p>	<p>-Certified staff -Principal -EL -Interventionist -Resource</p>	<p>Throughout the school year</p>	<p>Team agendas (Google Docs, Checklists, etc.) and data collection</p>
	<p>Display and reference Bridges strategy poster (1st through 5th grades)</p>	<p>-Certified staff</p>	<p>Throughout the school year</p>	<p>Displayed, student and teacher reference, data collection</p>
	<p>Teachers and students will collaborate/conference to develop long-term goals into short-term goals that are attainable and measured in a developmentally appropriate manner (i.e., whole class, individual).</p>	<p>-Certified Staff -Instructional Coach -UDL Specialist -Principal</p>	<p>Throughout the school year</p>	<p>Student academic long and short term data may include the following: MAP, IAR, Aimsweb (kindergarten), teacher assessments</p>

For students in Tiers 2 & 3	Teachers will lead professional collaboration with a focus on student improvement and data for identified students (i.e., below 40th percentile on MAP, and/or grade level standards).	-Staff -Principal -Interventionist -Resource Teachers -EL	Throughout the school year	Student academic long and short term data may include the following: MAP, IAR, Aimsweb, teacher assessments
	The Multi-Tiered System of Support (MTSS) will be used to guide the problem solving process for the identification of students.	-Certified staff -Principal -Student Service Team -Interventionist	Throughout the school year as needed	Problem solving forms, student academic long and short term data may include the following: MAP, IAR, Aimsweb, Fountas & Pinnell, MAP reading fluency, teacher assessments

Trimester Data Review & Reflection

Toward the end of each trimester. School Improvement Teams will gather to review school data, reflect on progress toward improvement goals, add evidence of progress, and make any adjustments to the Action Plan.

Early November School Improvement Teams	Trimester 1 Review & Reflection
November: SIP progress report during faculty meetings	
December District Check In	
February School Improvement Teams	Trimester 2 Review & Reflection
May School Improvement Teams	Trimester 3 Review & Reflection

