

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic_11132017_13:59

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Burlington Elementary School

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Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

See attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

High transiency rate of students Providing consistent instruction and support by ELL teacher

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Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

- Evidence-based curriculum and/or strategies in Reading and Math instruction will be delivered with intentionality and with fidelity.
- To ensure Reading and Math standards and curriculum are fundamental to every student, Burlington Elementary staff will continually assess, review and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for success.
- Communicate with parents and students to address barriers to learning.
- Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into school planning.


NOTE: Attachments Optional

-Teachers will create clear, precise student-friendly learning targets for students in reading and math for whole and small group lessons that are congruent to the KY Core Standards. -Item Analysis will occur within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed. -Family Resource Center Coordinator, Title I teacher, and a committee of classroom teachers will develop and implement activities to assist parents in understanding their children's elementary academic expectations (Preschool - 5th grade). -Implement a system to welcome parents of new and ESL students.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 School Equity Data	School Equity Data	