Overarching Goal:

The Berkowitz School will continue to implement and strengthen UDL practices while creating a culturally responsive learning environment that integrates academics and social-emotional development to foster a community of expert learners.

Theory of Action:

If the Berkowitz staff continues to:

- build collective efficacy through collaboration and growth mindset; (1-2)
- respond to the impacts of COVID-19; (1-2)
- develop trusting learning partnerships with students and families; (2)
- Continue to use the UDL framework to build a strong coherence between academics, social-emotional learning, and culturally responsive teaching;(1-2)
- Implement purposeful planning and instruction leveraging the "Golden Questions", (1)

Then we develop a community in which all stakeholders are expert learners.

Strategy 1: Learning experiences at the Berkowitz School will integrate academic and social emotional instruction that responds to learner variability and impacts from COVID-19. We will continue to use a revised version of the "Golden Questions" to guide and reflect on purposeful planning and instruction.

Desired Impact of Strategy 1: When social-emotional learning is integrated with the Golden Questions and we use them to reflect on and guide purposeful planning and instruction, then learning experiences will be more likely to include coherence between goals, assessments, activities, and feedback/reflection. This will lead to students developing expert learner characteristics.

Identified Challenges:
- Adapting to and addressing new challenges associated with the impact of COVID-19.
- Implementing our AIP across three potential learning models (Remote, Hybrid, In-Person).
- Transition in leadership.
- SQR data indicates that coherence between goals, assessments, activities, and feedback could be improved.
- Teacher perceptive data has identified that we are not yet providing consistent and coherence between goals, assessments,

activities and feedback. (Q1: 72%, Q2:33%, Q3: 61%, Q4: 39% 2019-2020 Mid-year survey).
- Procedures and timelines for administering assessments and measures will likely need to be modified to work within the school setup.
- Supporting variability within staff regarding knowledge of UDL, digital learning, content standards, social-emotional development, etc.
- Continuing to build collective efficacy amongst staff and balance with autonomy.

Resources/Assets:
- Instructional Support Team and an MTSS model.
- Strong interconnected teaming structures including: ILT, UDL, SEL, SWT, Site Council, EL Leadership Team and PLTs, all of which provide opportunities for teacher leadership.
- As of June 2020, the majority of teachers and paraprofessionals will be returning for the 2020-2021 school year.
- Digital platforms to support in-class and remote teaching (synchronous and asynchronous), teachers who are familiar with some of these platforms who can be resources for their colleagues and facilitate collaboration, and ongoing district- and school-based training on these platforms and remote teaching.
- Faculty and staff are not afraid to take risks, and have been supported in doing so.
- The revised Golden Questions create an AIP that allows for continued autonomy by providing a tight goal with flexible means.
- Teachers have a variety of options when seeking support including 4 instructional coaches, a social worker, a school-based SEL lead, administration, and most importantly, colleagues.
- Experience with and past work on the Golden Questions as well as continued use of "pre-approved" student learning and professional practice goals that teachers *may* opt to use as a component of their evaluation.
- Berk Planning Guides and UDL Resources Folder

Measures of Change of Strategy 1 (Adults):
A. Increase teacher capacity to heighten salience of goals and plan and deliver learning experiences that demonstrate a strong alignment of goals (CVT indicator 5), assessments (indicator 9), activities (indicator 6), and feedback (indicator 10). By May of 2021, using SQR* and district learning walk results 75% of classroom observations will be rated 4 on indicators 5 and 6 (baseline 34 and 38 according to 2020 SQR) and 50% on indicators 9 and 10 (baseline 25 and 19 according to 2020 SQR). *or an adaptation of it.*
B. Increase teacher capacity to utilize digital platforms to provide purposeful instruction that: integrates academics and social-emotional development, offers choice/differentiation, and provides clear and actionable feedback to students, as measured by the Teacher Self-Reflection on purposeful planning and instruction, usage reports, and the CVT.

C. The following yes/not yet questions will be added to the end of the CVT for district learning walks only:
   1. *Did the learning goals drive all components of the lesson?*
   2. *Was an effective structure in place for assessing students against that goal?*
   3. *Did the lesson components support students in meeting the goals?*
   4. *Was the student feedback related to the goal, and did it allow the student to complete the learning cycle?*
   5. *Was SEL development integrated/promoted?*

Baselines will be determined by round 1 of the district learning walks. Each round thereafter will show a 15% increase in the percentage of "Yes" responses for each additional question.

Measures of Change of Strategy 1 (Students):
A. Benchmark assessment data for ELA and math within 3% of the network in all assessments in all 4 grades (G1 compared to district), gap to aggregate measures for SWDs and ELs, will decrease by 25% each assessment.
B. Math performance task data will show 75% of students increasing 1 or more levels in 2 of 3 domains for ALL students including SWDs and ELS.
C. On demand writing data will show 75% of students increasing 1 or more levels in 3 of 5 domains for ALL students including SWDs and ELs.
D. Using "Imagine Learning Scaled Score," which measures students who have made growth in performance over multiple areas over time, 80% of students will show growth each quarter with each quarter beginning a new baseline. During the 2018-2019 school year assessments 1, 2, and 3 had 77, 81, and 76% of students showing growth, respectively.
E. Using Reading Inventory growth targets, 80% of students in grades 3 and 4 will meet growth targets quarterly.
F. Measure of student engagement/participation during remote/hybrid learning.

Measures of Implementation of Strategy 1:
A. One-page AIP document for day-to-day use.
B. Create Teacher Self-Reflection on purposeful planning and instruction.
C. Teacher-selected and prioritized embedded professional development that will address variability amongst the staff in the following topics:
   a. Unpacking standards to identify content and language learning goals.
   b. Creating meaningful rigorous standards-based tasks
   c. Using the Berk UDL planning tool to guide or reflect on instruction
   d. Integrating social-emotional learning
   e. Digital/remote learning practices
D. Continued use of lesson planning guides and protocols (variety/choice, visual doc of golden questions, Berkowitz UDL Lesson Planning Guide, LASW protocols, Student Learning Cycle).
E. Classroom observations (evaluative, district learning walks, SQR).
F. Continued use of pre-approved Student Learning and Professional Practice goals for staff.
G. Creation of resources that promote a consistent and equitable remote learning model.

Strategy 2:
The 2020-2021 school year will build on last year's work, focusing on the principles of [Culturally Responsive Teaching (CRT)](#) and the [CASEL Competencies](#). Berkowitz staff will increase their capacity to provide a culturally responsive learning environment in order to create a community of educators, students, and families to reassure that all stakeholders feel valued and can be successful.

Desired Impact of Strategy 2: ALL Berkowitz students will feel that they can succeed and grow at school and that adults at school care about them. Families will feel empowered and valued as part of the school community.

Identified Challenges:
- Based on analysis of data from the 2019 CPS Safe and Supportive Schools survey, 68% of students always feel they can succeed at school, and 87% always feel that adults at school care about them.
- In the 2019-2020 school year, our goal was to use CRT practices to decrease ODRs and eliminate out-of-school suspensions. In the first year of implementation of Strategy 2, there were 127 ODRs and 1 in-school suspension prior to school closing, which is a decrease from the baseline.
- Adapting to and addressing new challenges associated with the impact of COVID-19, including loss of learning, increased

need for social-emotional support and trauma, inconsistent access to technology, low engagement and attendance.
- Implementing our AIP across three potential learning models (Remote, Hybrid, In-Person).
- Transition in leadership.

Resources/Assets:
- In the 2019-2020 school year, 4 teachers were trained to facilitate restorative and community-building circles and began to facilitate circles with students and staff.
- We began to develop common language and understandings to increase our capacity to continue to make our school a Culturally Responsive environment.
- In the 2020-2021 school year, we will focus our professional development on three big ideas related to CRT.
- Members of the staff have formed a voluntary summer book club to learn about principles of anti-racist teaching.
- During the COVID-19 crisis, Berkowitz staff increased collaboration and family communication. The Berkowitz ILT/AIP team can be a resource to onboard the new administrator.
- Teacher teams (PLTs).

Measures of Change of Strategy 2 (Staff):
- A. 100% of district learning walks will result in a rating of 4 on Indicator 4 and Indicator 7.
- B. CPS Pandemic Response Survey of all students and staff well-being and engagement.
- C. 100% of teachers communicate weekly with families, measured by tracker.

Measures of Change of Strategy 2 (Students):
- A. CPS Pandemic Response Survey of all students and staff well-being and engagement.
- B. Totals for student school days impacted by out-of-school and in-school suspensions (OSSs and ISSs) will decrease by 75%. Baseline from 2018-2019 school year totals = 34.
- C. 100% participation in remote learning, measured by tracker.

Measures of Change of Strategy 2 (Families):
- A. Increased family representation at Site Council
- B. Increased use of two-way communication using a school-wide platform (i.e. Class Dojo)
- C. Increased family participation with tiered levels of support
    - a. Orientation
    - b. Workshops - asynchronous and synchronous
    - c. Personalized communication with teachers

d. Guidance Documents
e. CPS website

Measures of Implementation of Strategy 2:
A. At least 4 staff meetings focused on the principles of culturally responsive teaching and anti-racist teaching, grounded in *Culturally Responsive Teaching and the Brain* and *How to Be an Anti-Racist.*
B. Team reflection on team functioning and impact using a reflection tool.
C. Admin classroom observations and 5x5 learning walks with clear focus on integrating SEL growth & development.
D. Site Council will take the form of monthly virtual 'town-halls' to strengthen family and school partnership by increasing two-way collaboration, responding to family input, and including families in the school decision-making process.
E. providing staff opportunities to engage with and reflect on principles of anti-racist, culturally responsive teaching (CRT).
F. Create a tiered protocol for student engagement.
G. Communicate guidelines and expectations for students, parents, and caregivers.

Required Appendices for SIP requirements:
1) Core Values/Mission : 3 Year Strategic Plan
2) Professional Development Plan : Berk PD Plan 19-20
3) Parent Involvement Plan : Copy of 2019 Berkowitz Parent Involvement Policy.docx
   Spanish version : Copy of 2019 Spanish Berkowitz Parent Involvement Policy.docx
4) Teacher induction and Mentoring Activities - Provided by Linda and Sarah
5) District Program Models and Approaches that Ensure Progress for ELs - Provided by Victoria and Sarah