



2012-2014 Continuous Improvement Work Plan

Michael M Byrne Elementary School

Midway Elementary Network

5329 S Oak Park Ave Chicago, IL 60638

ISBE ID: 150162990252112

School ID: 609832

Oracle ID: 22501



Mission Statement

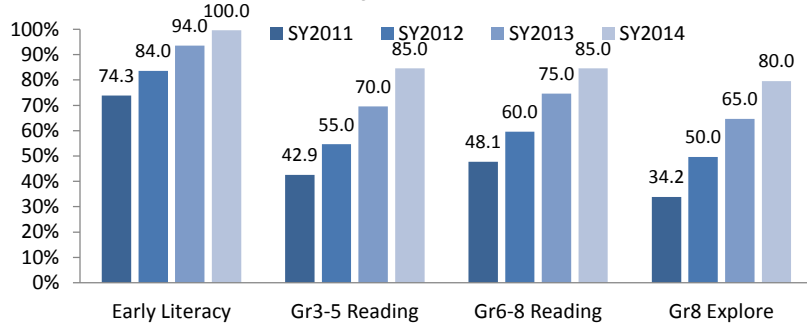
Michael M. Byrne will provide an environment rich in opportunities, mutual respect, and academic learning which will prepare all Byrne students to be successful in a rapidly changing world. Through Best Practices and effective teaching strategies, students will develop proficiency in language arts, math, science, and technology. Through purposeful experiences and character development, our students will seek a lifetime of learning and make a positive difference in the world.

Strategic Priorities

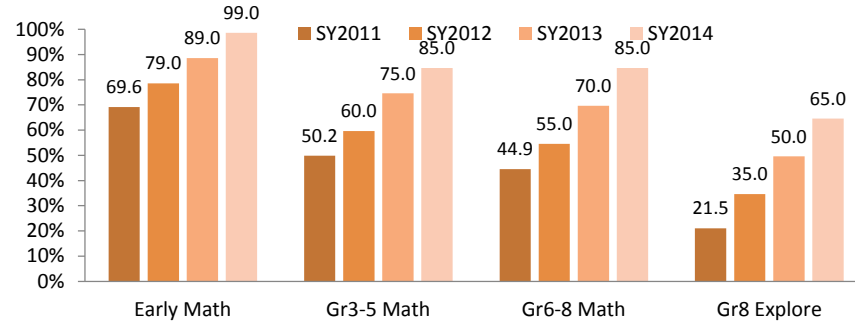
1. Using the "Train the Trainer" model, CHAMPS: A Positive and Proactive Approach to Classroom Management, Byrne School will train teachers to use the method to support classroom management of student behavior to enhance academic experiences.
2. Attendance will be monitored for all students and staff in order to deliver and receive instruction efficiently. Increasing student and staff attendance by 1.0% each year.
3. Improving student writing skills through the implementation of the Lucy Calkins method (K-2\_2012-2013, 3-5\_2013-2014) and maintaining the strategies teachers were trained for in Constructed Writing Response professional development will provide students with articulations skills to express and apply their learning.
4. Improving student attendance by 1% each year until until 97% is reached.

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](http://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:	Michael M Byrne 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
Marguerite Matthews	Classroom Teacher
Mike Albro	Classroom Teacher
Robert Deckinga	Principal
Teresa Chrobak-Prince	Assistant Principal
Scott Worden	Special Education Faculty
Deanna O'Brien	Classroom Teacher
Natalia Papciak	ELL Teacher
Larry Michalowski	Classroom Teacher
Mary Wagner	Special Education Faculty
Angie Vasquez	LSC Member



## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	74.3	84.0	94.0	100.0	<b>Early Math</b> % of students at Benchmark on mClass	69.6	79.0	89.0	99.0
<b>3rd - 5th Grade</b>					<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA				
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	42.9	55.0	70.0	85.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	67.6	77.0	87.0	97.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	43.7	55.0	70.0	85.0	<b>6th - 8th Grade</b>				
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	48.1	60.0	75.0	85.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	44.9	55.0	70.0	85.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	36.5	50.0	65.0	80.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	45.8	55.0	70.0	85.0
<b>8th Grade</b>					<b>Explore - Math</b> % of students at college readiness benchmark				
<b>Explore - Reading</b> % of students at college readiness benchmark	34.2	50.0	65.0	80.0					



## 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.

## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	94.6	95.5	96.0	96.5					
<b>Misconducts</b> Rate of Misconducts (any) per 100	51.8	40.0	30.0	25.0					

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	83.7	91.0	95.0	98.0		<b>ISAT - Reading</b> % of students exceeding state standards	24.8	34.0	44.0	54.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	87.9	93.0	96.0	99.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	23.1	33.0	43.0	53.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	79.4	85.0	94.0	98.0		<b>ISAT - Science</b> % of students exceeding state standards	13.1	23.0	40.0	52.0

## 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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ol style="list-style-type: none"> <li>Byrne has established grade level teams and provides common planning time, to allow grade specific teachers to evaluate data specific to their grade, and focus their instruction to increase student achievement. There are also teams comprised of primary(K-2), intermediate(3-5), and upper grade(6-8) teachers that review the most current student data to spiral curriculum vertically and improve instruction across the grades.</li> <li>Using both weekly staff meetings and professional development time, open discussions are conducted with all stakeholders to determine what is working, regarding instruction, student behavior, and school building/campus, to troubleshoot and address areas of concern. This is an ongoing process that is constantly being evaluated to ensure consistency of implementation.</li> </ol>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ol style="list-style-type: none"> <li>The administration has focused on developing a professional learning community. Some of this is a combination of whole staff development (subject and/or skill specific) and surveys of teacher needs. Administration articulates expectations of student achievement and uses current educational journal articles and studies to promote teachers expanding their knowledge in content areas and provide opportunities for teacher leadership in initiating new opportunities and committees. Teachers are encouraged to share their experiences in incorporating new knowledge at grade level meetings or whole school meetings, when appropriate.</li> <li>The school vision is shared through example and training of teachers in areas of need including CHAMPS, as a positive approach to classroom management, providing time for staff members to review, report, and clarify data with administration. Clear focus of expectations is reinforced through administrative classroom observations, both formal and informal.. The administration with collaboration of grade level teams, monitors improvement through quarterly schoolwide assessments, DIBELS, Emath, and SCANTRON.</li> <li>A school wide vision is consistently focused on creating world connections to students to develop awareness and aspirations for college and career. The entire staff is presented with the task of preparing students for successful college or career goals.</li> <li>Families are informed on a regular basis of student performance and goals.</li> </ol>	

## 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
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>The RTI team consists of the teachers who initiate the process and monitor the interventions, as well as a retired administrator who provides further interventions and drives the process forward.</p> <p>Mentoring of new teachers is provided by their colleagues with support from all Byrne staff.</p> <p>The curriculum team consists of the Administration with teachers certified in specific content areas as specialists.</p> <p>The Assistant Principal is available and qualified to coach teachers individually and at professional development meetings. Best Practices are modelled and observed in individual classrooms.</p> <p>The first liaison to families is the classroom teacher. However, when deemed necessary, a family liaison team including the counsellor, social worker, psychologist, and nurse, working in tandem with the classroom teacher, is available.</p> <p>Data team members under the direction of administrators, interpret data and present to the staff as clearly and as often as necessary.</p> <p>Byrne's bilingual lead teacher is also the bilingual/ESL teacher. Assessment, language surveys, services, and data entry are the responsibility of Ms. N. Papciak.</p> <p>The new CWIP (SIPAAA) team is an ongoing research team of teachers, each representing our diverse culture, population, and special education groups.</p> <p>Union delegate is elected by CTU members of the building.</p> <p>Grant writing is encouraged by Administration to all teachers. Information of grants available is presented in mailboxes of staff as well as at meetings. "Donors Choose" has been one site that teachers have been selected for individual initiatives.</p> <p>2. Teachers have many avenues to voice opinions, choices, and ideas. Opportunities to discuss with the ILT members are frequent because of bi-monthly ILT meetings with staff. Teachers are encouraged to discuss, debate, and collaborate, collegially at all venues.</p> <p>3. Teachers who participate in PD outside of school, are expected to make a presentation or discuss their new knowledge and share models with their peers, at faculty meetings. New ideas and their implementation are encouraged by the Administration.</p>	

## 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
<b>Instructional Leadership Team (ILT)</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• 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.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• 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.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>The ILT consists of Administrators and teachers who have demonstrated leadership, openness to new ideas and methodologies of pedagogy, respected by their peers, and good communicators to present, assign, and collect necessary artifacts. ILT presents upcoming and latest information from meetings to faculty. Further coaching to refine new practices are provided individually or at grade level meetings. ILT reports to Administration, concerns, issues, or questions, necessary to complete the mission. Because of their above strengths, teachers present their issues candidly to the ILT members.</p> <p>Agendas from past ILT meetings provide progress monitoring of professional development, supporting teachers, using teacher team meetings move school forward. These reflections are being used for new initiatives to make the school move to more data driven instruction.</p> <p>The ILT will spend more time analyzing data across the grades, and as individual grades, special education and specialized subjects, to enhance performance of student achievement. More use of data will allow for instruction to focus on supporting areas of curriculum that are in need, and support more at-risk students.</p>	
<b>Monitoring and adjusting</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>The school year begins with the evaluation of students with data from the year before. Teachers are given scores from available assessments to connect with new students. Administrators distribute new data as soon as available to keep teachers apprised of student standing and align classroom instruction. Specialists distribute IEP mandated modifications and accommodations to each teacher to target support for their students and the teachers. RTI students, ELL, students, and any special accommodations are given to classroom teacher as soon as possible.</p>	

## 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
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<ol style="list-style-type: none"> <li>Grade levels are asked to create quarterly plans for all subjects taught, to map out what Common Core standards are being taught and in what order. This will enhance student achievement as there will be a spiraling of learning across the grades, which will become evident. Each grade level will be responsible for turning this in to the Administrator in charge.</li> <li>Common units of instruction aligned with the standards will be developed among grade level teachers and subject specialists. The units will identify the Common Core standards to be addressed, and teachers will present examples of work to appropriate Administrator as well as display work in classroom.</li> <li>Textbooks will be used, but lessons will not be limited to using the text. Rigor and complex assignments will be monitored by Administration through lesson plans and unit development. Informational texts will be made available for all grade levels to create challenging instruction for all students.</li> <li>Quarterly, weekly, and daily lesson plans will provide modifications for students with disabilities, students with different learning styles, and ELLs, in order to bring quality instruction to all students. Modifications shall be provided by all special education teachers of the grade, the ELL lead, and the classroom teacher.</li> </ol>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ol style="list-style-type: none"> <li>Grade level and course teams are responsible for their instructional materials and assure their alignment with standards. Needs assessments are ongoing by Administration, and teachers are asked verbally and surveyed regularly to determine any supplementary materials that need to be purchased.</li> <li>ELL materials are available schoolwide and accompany various texts, as well as texts on cds and other modified materials to support students with disabilities and learning challenges.</li> </ol>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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>				



## 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
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ol style="list-style-type: none"> <li>1. Following school-wide assessments, within one week classroom and grade level data is printed and available to all teachers and teams. Administration presents findings at a faculty meeting, and encouraged to analyze and address the needs in their individual grade levels and classrooms. Parents are informed of student performance.</li> <li>2. Comprehensive sets of assessments are purchased and available to teachers to allow for close monitoring of student progress on a frequent basis. The assessments vary in how results are reported. Teachers are developing the ability to read and interpret the data to streamline their instruction and provide more rigorous instruction to address all needs of students.</li> <li>3. Teachers will be expected to keep a portfolio of student work exhibiting various levels of achievement on the same assignment, with notations of findings and next steps of instruction. The portfolio shall exhibit varying performance tasks, variety of assessment methods, and analysis of student ability. Reflections of enhancing and creating more effective performance and rigor will be noted.</li> <li>4. Assessment accommodations and modifications are in place through the IEP as well as the special education teacher in charge per student, and bilingual lead teacher. Teachers are made aware of IEP accommodations and modifications as necessary.</li> </ol>	

## 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
<i>Instruction</i> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teachers post the focus objective of each lesson within view of the students. Students learn to use the correct terms and why they must develop and master their skills to enhance a higher education.</li> <li>2. Flip books were given to each teacher as a tool to creating better and higher level questioning techniques. Lesson plans are expected to include some of the critical thinking questions the teacher will use during lessons.</li> <li>3. Quarterly planning, data analysis, and lesson planning will reflect the building of student knowledge from low to high level thinking as well as deepen understanding and mastery of skills to accomplish standards.</li> <li>4. Administration and ILT will demonstrate the scaffolding of instruction and perform classroom observations to ensure all students, including students with disabilities and ELL have equal access to use of appropriate texts and engage in tasks.</li> <li>5. Teachers are required to utilize many forms of assessment, including text made, teacher made, formative, and standard benchmark testing to monitor student progress.</li> </ol>	

## 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
	<b>Intervention</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ol style="list-style-type: none"> <li>The Administration creates schedules to allow for systematic, schoolwide, assessments, quarterly. RTI, classroom teachers, and parent interviews are expected to be utilized to follow up students that seem at-risk. Progress reports are expected to inform parents and students of needs and student lack of achievement. Remedial plan forms are distributed to partner parent, teacher, student, and any special services, to support at-risk student.</li> <li>RTI coordinator performs further diagnostic testing to determine area of weakness and align correct interventions.</li> <li>Following the RTI testing, a plan is made to focus skill deficit instructional intervention, and monitor progress. This may include but is not limited to small group instruction, individual assistance, and possible tutoring by RTI coordinator. Results are reported to the RTI coordinator.</li> </ol>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ol style="list-style-type: none"> <li>This will be the second year for the Constructed Response Initiative that began August, 2011 and aligns with the ISAT scores in Writing and Math. Professional Development is focused on training teachers to support their reading response and math response in writing.</li> <li>Byrne School partnered with Durkin Park School pooling funds in order to provide a trainer for professional development sessions in constructed response training for teachers. Each session provided teachers with information, "how-to's", and samples on instructing students and improve constructed response to questions using informational text. Follow up sessions were used for teachers to bring in their results and student papers for analysis and evaluation. Each session brought clarity and focus. Trainer provided coaching for individual teachers, and, group guidance for assessing work. Teachers graded responses from other grades and/or school. This will continue in the 2012-2013, and 2013-2014 school year through the ILT. The Administration requires quarterly recorded constructed reading and math responses to be administered in all grades. Results are reported to the administrators.</li> <li>Scoring templates are distributed school-wide for teachers to record the quarterly score of each students' constructed response and turn it into the Administration.</li> </ol>	

## 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
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ol style="list-style-type: none"> <li>Common planning time is provided weekly for teachers to meet with the grade level to prepare lesson plans for each week. Long term unit planning has begun, and each grade has completed one unit as a step towards more scaffolding of skills and collaboration. More time will be allocated for quarterly long-term unit planning and assessing of data in order to plan weekly instruction.</li> <li>A calendar of meetings by quarter will be set up to provide teachers and specialists meeting time to monitor progress and student interventions. Meeting notes indicating teacher attendance of meeting and/or summary of students or items monitored will be sent to the Administration. Meetings shall include the appropriately assigned special education teacher and ELL teacher, as well as any specialists that must provide input.</li> <li>ILT members and team leaders will be selected by the Administration in order to assure communication of work to appropriate persons, and guidance to stay in alignment with the vision and purpose of the teams.</li> <li>Protocols and processes will be established for particular tasks to be accomplished.</li> </ol>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ol style="list-style-type: none"> <li>First administrative observation provides informal feedback to teachers regarding expectations and alignment with their individualized professional development plan.</li> <li>Struggling teachers, or, teachers that appear ineffective, at first, shall have the opportunity to observe teachers who are deemed effective by the Administration. A veteran teacher may be appointed by the principal to provide support and assistance to new teachers.</li> <li>Teachers will bring their individual professional development plan to confer with the Administration and tailor goals following administrative observations. Attendance, professional goals, and CHAMPS training will be included in their plans.</li> <li>Review of individual professional development plan will take place by individual teachers on their own, or at the administrator’s request.</li> <li>Peer observations are encouraged to bring non-judgmental feedback for individual teacher professional development plans and allow for change of strategy or focus.</li> </ol>	

## 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
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ol style="list-style-type: none"> <li>Teachers are expected to instruct students in life skills that will address the whole student development as a person and prepare them for life.</li> <li>High school night is held every year for private and public high schools to speak with students in 7th and 8th grades. Teachers are encouraged to wear or display their college affiliated logos. College logos are displayed throughout the school. Grades 6-8 will develop several activities to promote aspirations for higher learning.</li> <li>Students are encouraged to use positive behavior to seize opportunities for leadership among their peers, and seek opportunities to voice concerns. Students will be encouraged to attend LSC meetings and sign up to present a safety concern.</li> </ol>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ol style="list-style-type: none"> <li>All students know they have caring adults in their lives and in the school building. Formal assignment is given on a case by case basis.</li> <li>Beginning with a "Train the Trainer" model, Byrne is implementing the CHAMPS: A Positive and Proactive Approach to Classroom Management. Some teachers have begun training with more to follow. Monitoring of interactions through disciplinary reports tracks patterns that would be considered inappropriate or disrespectful. Conferences with parents and students with Administration take place as warranted.</li> <li>Special education students and students with disabilities are included in P.E. class, art, computer, field trips, and library classes. Other inclusion of special students in academic classrooms takes place with the correct support and modifications, when appropriate.</li> <li>Celebrations of ethnic and cultural differences occur in classrooms as well as school-wide with assemblies, food fairs, and academic study of special events and holidays.</li> </ol>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ol style="list-style-type: none"> <li>Using a school-wide common discipline form for reporting disciplinary incident, teachers and staff may record events and send the reports to the appropriate personnel. The CPS Code of Discipline is applied to the correct event, and prior behavior is used to determine behavioral interventions that work and do not work. Whenever possible, interventions are used to reinforce the positive behaviors of students. Use of the "Train the Trainer" model will be implemented with CHAMPS: A Positive and Proactive Approach to Classroom Management, to promote the process of identifying and maintaining the effective aspects of current classroom management and strengthen any missing or less-effective aspects.</li> <li>All staff are required to provide supervision whenever in common areas both assigned and passing through these areas. Guests are greeted at the front desk for sign-in by either a security officer or another staff member. Students are expected to be supervised by adults while moving from one area to another. Installed security cameras are kept in good working</li> </ol>	

## 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
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ol style="list-style-type: none"> <li>The principal regularly attends meetings of the:               <ul style="list-style-type: none"> <li>*PTC (Parent-Teacher Committee) where members are parents of the students.</li> <li>*LSC meetings where there is a forum of concerned stakeholders.</li> <li>*Parent meetings or events</li> <li>*Open House</li> </ul>               At these meetings, the principal reports the latest statistics and interpretations of student achievement, as well as inform parents of any issues that impact their children. Concerns of parents and community members are addressed and brought under advisement to the principal. The principal also uses these forums to communicate his vision and steps needed to attain goals set by himself or the CPS Board.             </li> <li>Teachers use Open House, parent-teacher conferences, mid-quarter progress reports, individual classroom meetings in September, and report card pick up to communicate expectations, introduce the common core standards, and provide examples of how students prove standards have been met.</li> <li>Parents and students interested in attending Byrne School are given personal tours of the classrooms in action as well as the computer, science lab, and unique features the Byrne campus.</li> </ol>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ol style="list-style-type: none"> <li>Teachers are expected to communicate on a frequent basis with families using classroom newsletters, CPS First Class, voicemail, notes, or whatever it takes to keep parents informed of their expectations, requirements of the grade level, and individual student achievement, mastery, and at-risk ratings. Remedial plans are created for at-risk students, which contains a parent component for their involvement and ways to works with their child. Keeping channels of communication open allows for both parents and teachers to discuss student progress and understand what strategies work best with each student.</li> </ol>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<ol style="list-style-type: none"> <li>Under the direction of the Administration, positive behaviors are awarded; perfect attendance percentages by classroom win a trophy for the month; announcements are made for positive wins and student, class, or team achievements.</li> <li>The principal empowers parents to coach sports, volunteer for both in the classroom and student events. Parents feel free to assist in the school in areas which appeal to their individual talent.</li> <li>Parents are very involved in providing special treats school-wide, monthly. Parents attend and work at book fairs, assemblies, Santa's Secret Shop, clothing trades, flower sales, lollipop sales, and wherever possible. Families participate in Family Reading Nights, field trips, and sports.</li> </ol>	

### 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
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p><b>1. Using the counsellor, psychologistk, nurse, speech, PT, OT, and social worker, intensive outreaches are conducted to promote early testing, identification, and intervention of needs of young children.</b></p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>1. Students are provided with opportunities to learn the results of making good choices regarding academics and behavioral performance. Achievement is rewarded and careers are presented throughout the grades utilizing parent and community talents. Career Fairs, speakers, and news events are included in the curriculum to enhance student academic preparation and aspirations for the future.</b></p>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p><b>1. Teachers are in-serviced in creating rigor and teaching students to write effectively and to their audience. Teachers conduct student-teacher conferences to assist students in setiing goals and meeting their goals. Ongoing evaluation by the teacher and student monitors their progress toward their individual goals.</b></p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Students are encouraged to participate and lead whenever possible. Students participate in sports (volleyball, basketball, softball), art club, gardening club, book club, advanced algebra, Young Authors, Spelling Bee, band, and other activities.</p>		



### 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
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Students prepare and participate in advanced algebra in order for high school credit. Principal for a day activities provide opportunities for students to listen to professionals in their fields and learn how to set goals and determine their career path and what assessments are necessary.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	HIGHSCHOOL ONLY	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>1. Meeting of kindergarten teachers with parents takes place in August. Teachers discuss the expectations for incoming September kindergarteners. Benchmark grades of 3rd, 6th, and 8th, are ongoing throughout the school year at Open House, report card pick-up, and mid-quarter progress reports as well as needed per individual student, to keep parents apprised of what to expect and help both parents and students transition to next level. All meetings are appreciated by parents.</p>	



## 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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ol style="list-style-type: none"> <li>Principal conducts surveys with students, parents and school staff as well as monthly LSC and PTC meetings to identify needs of students, staff, school, and families. Maintaining an "Open Door" policy keeps dialog ongoing.</li> <li>Assigning a Grant Writing Committe, as well as keeping teachers informed of grant opportunities, such as "Donors Choose", outside funding and community partnerships are formed to meet needs of students and staff.</li> <li>Discretionary funds are used to purchase resources for student achievement enhancement, curriculum enhancement, staff enhancement, and training.</li> </ol>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ol style="list-style-type: none"> <li>Assessing student needs, considering priorities to promote school achievement, vision, and staff capacity, hiring begins with screening professionals and paraprofessionals who have subbed or worked in the building and known to the Administration.</li> <li>Byrne School invites substitute teachers back when considered effective as well as examining student teachers, and college students who have performed observations and provided assistance in the building. Student response to all staff, temporary and permanent is on-going.</li> <li>Interviews are conducted with screening of candidates by Administration, recommendations by staff and administrators who have observed candidates in action, formal and informal discussions including the candidates life experiences which reinforce their philosophy and commitment.</li> <li>Administrators invite professionals or paraprofessionals to provide input and assess the chosen candidates as an active contributor to Byrne School.</li> </ol>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ol style="list-style-type: none"> <li>Student needs and data are considered in providing a "right fit" schedule and set school-wide growth goals. With a mission of making every student be the best they can be, close attention is given to the individual student needs through Administrations' "Open Door" policy allowing for continual feedback from students, parents, and teachers.</li> <li>The school schedule is mindful of time on task, effective instructional time, yet, allowing for common planning time for teacher teams to collaborate on lesson plans and longer ranged goals.</li> <li>Using RTI, while logging minutes of intervention and scores, focus is given to students struggling in specifically identified areas. Teachers also provide small group instruction or individualized assistance as stated in remedial plans that are filed in student folders.</li> </ol>	

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

Michael M. Byrne will provide an environment rich in opportunities, mutual respect, and academic learning which will prepare all Byrne students to be successful in a rapidly changing world. Through Best Practices and effective teaching strategies, students will develop proficiency in language arts, math, science, and technology. Through purposeful experiences and character development, our students will seek a lifetime of learning and make a positive difference in the world.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Using the "Train the Trainer" model, CHAMPS: A Positive and Proactive Approach to Classroom Management, Byrne School will train teachers to use the method to support classroom management of student behavior to enhance academic experiences.	The CHAMPS program is designed to assist teachers in managing classrooms through positive behavior which will maximize time on task and minimize time on behavioral adjustments. Teacher Instruction will remain focussed, students will stay on task, allow for increase of rigor, and motivate students to achieve.
2	Attendance will be monitored for all students and staff in order to deliver and receive instruction efficiently. Increasing student and staff attendance by 1.0% each year.	Student and teacher attendance data should reflect a professional work ethic as a model for students so that academic instruction and achievement is the priority. Rewards for all shall boost the professional and academic climate to prepare students to begin each day with a positive approach to learning. Incentives will be a necessary component for at-risk students and students with various learning styles and attitudes.
3	Improving student writing skills through the implementation of the Lucy Calkins method (K-2_2012-2013, 3-5_2013-2014) and maintaining the strategies teachers were trained for in Constructed Writing Response professional development will provide students with articulations skills to express and apply their learning.	ISAT achievement data reflects scores in constructed writing of 2, 3, but few 4's on a 0-4 scale. Constructed response PD provided teachers with strategies and tools for pedagogy to improve student writing. Implementing Lucy Calkins will help create articulate students from the early grades boosting the ability to write as they proceed through the grades. Better writers derive from better readers which will impact student achievement and also provide students with the ability to communicate their needs to others.
4	Improving student attendance by 1% each year until until 97% is reached.	Student attendance improvement will improve student success in school because of more time on task.
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
Using the "Train the Trainer" model, CHAMPS: A Positive and Proactive Approach to Classroom Management, Byrne School will train teachers to use the method to support classroom management of student behavior to enhance academic experiences.	The CHAMPS program is designed to assist teachers in managing classrooms through positive behavior which will maximize time on task and minimize time on behavioral adjustments. Teacher Instruction will remain focussed, students will stay on task, allow for increase of rigor, and motivate students to achieve.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Orientation of all Teachers in CHAMPS Program	Professional Development	All	Principal/Asst.P.	Quarter 1			Opening of school 2012 will provide foundation of CHAMPS for all teachers.
Ongoing continuation of PD- CHAMPS	Professional Development	All	Principal/Asst.P.	On-going			Teachers will bring specific assignment results for discussion of implementation of CHAMPS in the classroom.
Teachers report results at PD and Classroom observations.	Instruction	All	Princ/AP/ CHAMPS consultant	Quarter 1			Behavior and effectiveness of CHAMPS will be observed by Administration and reinforced by CHAMPS consultant. Behavior referrals will be compared to previous year to check for decrease in teacher referrals.
Teachers report results at PD and classroom observations by administrators.	Instruction	All	Principal/Asst.P.	Quarter 2			Behavior data will be reviewed by security and administration to check data on discipline referrals.
Teachers report results at PD	Instruction	All	Principal/Asst.P.	Quarter 3			Behavior data will be reviewed by security and administration to check data on discipline referrals.
Teachers report results at PD and classroom observations by administrators.	Instruction	All	Administration and ILT	Quarter 4			Behavior and effectiveness of CHAMPS will be observed by Administration and reinforced by CHAMPS consultant.



**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
Attendance will be monitored for all students and staff in order to deliver and receive instruction efficiently. Increasing student and staff attendance by 1.0% each year.	Student and teacher attendance data should reflect a professional work ethic as a model for students so that academic instruction and achievement is the priority. Rewards for all shall boost the professional and academic climate to prepare students to begin each day with a positive approach to learning. Incentives will be a necessary component for at-risk students and students with various learning styles and attitudes.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
"Come to School" Attendance Rally	Parental Involvement	All	Administration/ Counselor/Social Worker	Quarter 1			Provide atmosphere of good attendance as necessary to student achievement and positive attitude. Provide incentives for perfect attendance or best attendance.
Continual monitoring of student attendance.	Parental Involvement	All	Administration/ Counselor/Social Worker/Security	On-going			Student attendance shall be monitored on a daily-to-weekly basis to catch patterns of poor attendance habits and involve parents as soon as possible.
Monthly Best Attendance trophy passes to classroom with best attendance for the month.	Parental Involvement	All	Administration	On-going			Incentives of treats, prizes, or privileges to reinforce good attendance patterns.
Perfect attendance awards increase over 2011-2012	Parental Involvement	All	Administration	Quarter 4			Perfect attendance for the year awards distributed at awards assembly.



**Strategic Priority 2**




### 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
Improving student writing skills through the implementation of the Lucy Calkins method (K-2_2012-2013, 3-5_2013-2014) and maintaining the strategies teachers were trained for in Constructed Writing Response professional development will provide students with articulations skills to express and apply their learning.	ISAT achievement data reflects scores in constructed writing of 2, 3, but few 4's on a 0-4 scale. Constructed response PD provided teachers with strategies and tools for pedagogy to improve student writing. Implementing Lucy Calkins will help create articulate students from the early grades boosting the ability to write as they proceed through the grades. Better writers derive from better readers which will impact student

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Lucy Calkins writing method revisited at beginning of school year.	Instruction	All	Asst. Principal	Quarter 1			Asst. Principal will observe classrooms once per week.
Observation of teachers' instruction with focus on the mini-lesson.	Instruction	All	Asst. Principal	Quarter 2			Focus on structure of mini-lesson as it is being taught. Prepare students for writing longer and for different audiences.
Observation of student engagement in the writing process; including how much time students are writing.	Instruction	All	Asst. Principal	Quarter 3			Student engagement in the writing process. How much time spent on writing? How long are students writing?
Observation of teacher-student writing conferences.	Instruction	All	Asst. Principal	Quarter 4			Writing conferences with students to discuss performance and where students are and where they need to grow in writing.
Monitoring of lesson plans reflecting Lucy Calkins method for writing.	Instructional Materials	Not Applicable	Asst. Principal	On-going			Lesson plans should include materials and correct steps for implementing the Lucy Calkins writing method.



**Strategic Priority 3**








**Strategic Priority 4**