



Michael M Byrne Elementary School (/school-plans/54) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
03/07/2016	ILT	CIWP Goal Setting
03/21/2016	ILT	ELA, Math & Diverse Learners

04/11/2016	ILT	ELA, Math & Diverse Learners
05/02/2016	ILT	Action Items
05/27/2016	LSC/Principal	Edit/Vision/Mission
06/01/2016	LSC/Principal	Review/Approval

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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At Byrne, we value each and every student. For us the expression "ALL STUDENTS" truly signifies our entire student population regardless of race, socio-economic status, preferred language, and abilities. Our work always prioritizes exceptional teaching and challenging learning, and we pride ourselves on setting very ambitious goals for students. The entire staff worked tirelessly to develop school-wide powerful practices for the previous CIWP and then implemented them.

Five Essentials, belief survey

### Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

### Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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The ILT at Byrne is a very dynamic group that is representative of key content areas and specialized instruction. The ILT has been key in crafting our Theory of Action, focusing on 3 areas of improvement, and owns the work of our school improvement. The areas of focus for 2016-18 are Instruction, MTSS, and Restorative Approaches to Discipline. The ILT meets bi-weekly and uses data, protocols and probing questions to evaluate our plans and think of ways to improve outcomes for students.

Moving forward, our ILT has found that we are performing most of the key parts of continuous improvement cycles, but need to improve and be more deliberate with peer visits and need to develop a systematic way to track data.

ILT Effectiveness Rubric, ILT & GLM agenda and minutes

### Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

**Professional Learning:**

Score

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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Professional Learning at Byrne includes prioritized learning that is based on the ILT recommendations and best practices in education. There is structured time to collaborate and time for teachers to receive support to implement the new learning with varying intensity, and based on staff needs.

When new learning occurs through professional development, time is made for teachers to peer visit and practice the new strategies.

Moving forward, we need to find efficient ways to allow for more peer visits. We also need to think through a formal induction process on the Byrne expectations for teaching and learning for teachers new to our school.

School's PD plan, 5 Essentials, SQRP, Principal Direct GLM/PD

**Guide for Professional Learning**

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

#### Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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Our school schedules are designed to ensure that instructional time is maximized for all students and that supports are in place for students required Special Education services. Teacher teams are balanced with respects to expertise, and there is thoughtful planning with regard to the included team supports. Resources are aligned to the CIWP, which was created by stakeholders, and the resources and their impact are evaluated by the ILT to gauge the successes/challenges with implementation.

Moving forward, the CIWP team recognizes the need to streamline processes to execute more efficient ways to order, collect funds, and submit proposals for materials.

Schedules, MTSS Planning, CIWP budget alignment,

#### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

#### Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

**Curriculum:**

**Score**

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

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The curriculum work at Byrne follows the Universal Design for Learning process. Teachers collaborate and craft a curriculum map that lays out the scope of standards for the school year and rely on the CPS Content Frameworks as a resource. Once the standards are laid out, teachers begin the work of aligning the standards, determining assessments, and then identifying topics, tasks, and texts that are relevant for the standards. As part of their unit design, teachers establish weekly learning targets that are mapped to the summative assessments.

There is an emphasis in reading to balance fiction and non-fiction as well as a literacy focus in all content areas, ensuring that students see how reading, writing, listening, and speaking are critical skills in all facets of learning and life. Teachers collaborate to identify tasks that are relevant for all learners, and we have expectations that staff integrate teaching strategies that build students knowledge, understanding, and usage of academic language.

Moving forward, the CIWP team recognizes the need to develop a math scope and tracking tool to ensure all standards are being taught and assessed.

Thematic Unit, SQRP, horizontal alignment

**Guide for Curriculum**

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.

- Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

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Instructional materials are aligned to the curricular frameworks developed by teachers and meet the expectations of the standards. Teachers develop their units and resources are gathered and/or ordered if need be in a timely manner. It is an expectation that materials needed for the upcoming quarter are in the building before the quarter begins. Materials take into account diverse learners. There is a leveled library of fiction and non-fiction books in each classroom.

Time is given for teachers to collaborate around tasks and assessments to ensure that there is accessibility to all students. Teachers introduce tools to support student learning with the expectation that the students develop independence and leverage these tools independently when needed. An example of this may be a multiplication chart, touch math, graphic organizer, sensory item, tablet/computer, etc.

Moving forward, we need to identify more multimedia supports to enhance lessons and allow for more student learning modalities to be addressed in lessons. In addition, there is a need to include more student choice in the instructional materials as part of the learning experience and to open doors for more opportunities for enrichment.

Differentiation in ELA using novels, blended learning for math

## Guide for Instructional Materials

Instructional materials (including technology) are.....

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- Equitably available and accessible to all teachers and students.
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) –

**for conveying conceptual knowledge.**

- Students interact with instructional materials to engage all modalities in the learning process.
- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

**Rigorous Student Tasks:**

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

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We need to lay out a clear message to the Byrne community to expect and believe that all students can perform rigorous tasks at differentiated levels. Rigorous tasks will be provided by using Common Core, using the shifts in literacy and math to help craft meaningful tasks and assessments, to support the cognitive demand and depth of knowledge now required for students.

SQRP, classroom observation

**Guide for Rigorous Student Tasks**

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.



- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

Score

1 2 **3** 4

Students have awareness of professional and academic worlds beyond Byrne through various partnerships. In addition, the 8th grade students explore High School life before leaving Byrne by going to our local High School for a day. At the end of the year, teachers have vertical meetings to review the strengths and challenges of the class and then share with the next teacher individual student strengths, challenges, and key things about their lives and families to keep in mind.

On track data, HS enrollment (selective and/or IB program)

## Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.

- Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. Establishing a Culture for Learning</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 3 4

Teachers need to continue communicating the former powerful practices of purposing, conferring, and collaborative conversations based on research from Fisher & Frey. Teachers have been trained and, with strategic coaching, have honed their skills in research-based approaches to learning that include: Fisher and Frey's Gradual Release of Responsibility, WIDA standards for English Learners, and Harvard's research on Universal Design for Learning. Through clear expectations set out in a rubric format by the ILT, teachers know what is expected in terms of student discourse. Through weekly teacher team collaboration meetings, teachers analyze their students' formative assessments and look for trends to help determine any misunderstandings or additional support that may be needed for students in the upcoming week. Moving forward, we need to improve our understanding and implementation of assessments across all disciplines.

Evidence of best practices, REACH,SQRP

### Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.

- Enable students to contribute to extending the content by explaining concepts to their classmates.
- Build on students' language development and understanding of content.
- Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

### Score

1 2 3 4

After analyzing data, we will develop programs to support struggling students and challenge high-performing students. Moving forward, we need to develop and refine a very systematic way for tier 2 and 3 supports to be identified, provided, and monitored. There is a need to develop supports for students above the 75th percentile as well as develop programs for students below the 20th percentile. There also is a need for a better data management system to help identify and track students for academics and behavior.

Flexible Learning, On-Track Data, Attendance

### Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

As part of our core instruction, summative assessments are given towards the end of the quarter to gauge students' success on the selected standards. Weekly, teachers create formative assessments to measure the weekly learning target and analyze the student work from those assessments.

We also use information gathered from NWEA in reading (3-8) and math (K-8) to help group and identify skills that students have mastered or still need to master. Assessments such as PARCC, REACH, and ACCESS provide insight into how our curriculum and instructional program are working and allow us to see individual student attainment and growth.

Moving forward, we must create better progress-monitoring protocols and routines that the ILT team or intervention team would monitor for fidelity of implementation.

Unit Plans, Gradebook, Grading Policy, formative and summative assessments

## Guide for Balanced Assessment & Grading

- **Use multiple measures** (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1e. Designing Student Assessment</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4b. Maintaining Accurate Records</a>
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work,

Score

1 2 3 4

and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Byrne teachers establish high expectations for students to grow and develop into strategic thinkers. Through planning and instruction teachers deliver high-quality curriculum that pushes students' thinking and understanding. Teachers have high expectations for every student and are working to develop strong growth mindset. Moving forward, we will further develop the culture of learning by developing student ownership and mindsets that focus on the importance of learning, determination, and perseverance.

REACH, 5 Essentials, Collaborative Practices through GLM

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

### Score

1 2 **3** 4

Teachers who are niche experts are valued and support teachers working to develop their craft. There is a high level of civility, professionalism, and communication that promotes school improvement. Teachers and students engage in Peace circles that promote trust within the school community setting. Moving forward, in order to better engage diverse communities we need to develop a better understanding of diversity and tolerance and their impact on student learning.

5 Essentials

## Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a>
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

### Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 **3** 4

Through programming, students have exposure to extracurricular activities such as basketball, volleyball, softball, yearbook, battle of the books, gardening, gaming, and young Einsteins. After surveying students at the beginning of the year, we added programming to meet their interest.  
Sports, Kitchen Community, Partnership with State Farm, ELA, Math & Science Night, Winter Wonderland

## Guide for Student Voice, Engagement, & Civic Life

### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.

- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

### Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

As a school, we have minimal disturbances that require something more than a classroom intervention to maintain safety and order. At Byrne, staff work to ensure that students and adults feel safe physically, socially, intellectually, and emotionally. There are clear procedures and expectations for all areas of the building.

5 Essential, REACH, My Voice, My School Survey

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.



- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

1 2 3 4

As a staff, we have needs that are across the board as it relates to the SEL competencies, whereby some teachers are strong in their ability to develop SEL skills in students and others need more extensive training. As a whole, the vision for what our SEL program looks like is lacking. There are some expectations, but they are not clear enough for staff to implement across the board. Moving forward, we need more consistency with rule enforcement. An approach that reinforces for students the highest expectations of civility and behavior needs to be consistently implemented. All Byrne staff need to clearly model expectations for students using the CHAMPS model. By reinforcing the implementation of CHAMPS throughout the school, a framework of expectations for interactions for behavior and collaboration will take hold.  
 Bull Dog Solution (SEL), Dashboard, 5 Essential, Classroom CHAMPS posted

### Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.

- Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

### Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 **3** 4

The environment at Byrne is welcoming and helpful. Parents are invited to monthly coffee and conversations that are attended by the Principal or Assistant Principal as well as a grade band of teachers. Parents are given several venues to listen and provide feedback that include BAC, PAC, and LSC meetings as well as the Coffee and Conversations. Home visits have been conducted. Moving forward we will provide teachers training on better communication via the school website. Parent Portal, Evening Family event (400+ attended each event), 5 Essential, My Voice, My School Survey

### Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐

3 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Teachers are using RIT scores to improve reading skills. Administration provides resources and progress monitoring tools as well as monitoring students' progress.	77.00	83.00	84.70	86.20
<b>National School Growth Percentile - Math</b>				
Teachers are using RIT scores to improve Math skills. Administration provides resources and progress monitoring tools as well as monitoring students' progress.	58.00	86.00	87.40	88.60
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Teachers are using RIT scores to improve reading and math skills. Students who score at the highest percentile will be provided with challenging tasks.	57.80	(Blank)	64.80	68.30
<b>African-American Growth Percentile - Reading</b>				
The numbers are not significant for priority group. However, we will ensure that our African American students are meeting and exceeding the reading standards.	(Blank)	(Blank)	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>				
Teachers are using RIT scores to improve reading skills. Students who score at the highest percentile will be provided with challenging tasks. Administration provides resources and progress monitoring tools as well as monitoring students' progress.	69.00	73.00	75.70	78.10
<b>English Learner Growth Percentile - Reading</b>				
The numbers are not significant for priority group. However, general education teachers and special education teachers will collaborate with the bilingual and ESL teachers to ensure ELs are provided with support using sheltered English and ESL strategies to improve their reading skills.	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>				
General ed. teachers and bilingual /ESL teachers are collaborating with Special education teachers to develop and implement the DL Action plan this year after building awareness around the components of the IEP and instruction based on instructional goals integrating CCSS standards.	1.00	23.00	30.70	37.60
<b>African-American Growth Percentile - Math</b>				
The numbers are not significant for priority group. However, we will ensure that our African American students are meeting and exceeding the math standards.	(Blank)	(Blank)	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>				
General education teachers and special education teachers will collaborate with the bilingual and ESL teachers to ensure ELs are provided with support using sheltered English and ESL strategies to improve their math skills.	53.00	82.00	83.80	85.40

**English Learner Growth Percentile - Math**

The numbers are not significant for priority group. However, general education teachers and special education teachers will collaborate with the bilingual and ESL teachers to ensure ELs are provided with support using sheltered English and ESL strategies to improve their math skills.

(Blank)

(Blank)

0.00

0.00

**Diverse Learner Growth Percentile - Math**

General ed. teachers and bilingual /ESL teachers are collaborating with Special education teachers to implement the DL Action plan developed this year after building awareness around the components of the IEP and instruction based on instructional goals integrating CCSS standards.

8.00

94.00

35.00

40.00

**National School Attainment Percentile - Reading (Grades 3-8)**

Teachers are using RIT scores to improve reading skills. Students who score at the highest percentile will be provided with challenging tasks. Admin provides resources and progress monitoring tools as well as monitoring students' progress. Administration ensures and monitors the teachers unit plans, teaching practices are to the standards and standard based grading is implemented. Data will be utilized to inform instruction and focus on reading attainment goals.

65.00

76.00

78.40

80.50

**National School Attainment Percentile - Math (Grades 3-8)**

Teachers are using RIT scores to improve math skills. Students who score at the highest percentile will be provided with challenging tasks. Admin provides resources and progress monitoring tools as well as monitoring students' progress. Administration ensures and monitors the teachers unit plans, teaching practices are to the standards and standard based grading is implemented. Data will be utilized to inform instruction and focus on reading attainment goals.

59.00

77.00

65.00

70.00

**National School Attainment Percentile - Reading (Grade 2)**

Data will be utilized to inform instruction and focus on reading attainment goals. Admin ensures and monitors the teachers' unit/ lesson plans, teaching practices are aligned to the standards and standard based grading is implemented.

44.00

67.00

70.30

73.20

**National School Attainment Percentile - Math (Grade 2)**

Data will be utilized to inform instruction and focus on math attainment goals. Admin ensures and monitors the teachers' unit/ lesson plans, teaching practices are to the standards and standard based grading is implemented.

23.00

60.00

23.00

30.00

**% of Students Making Sufficient Annual Progress on ACCESS**

The bilingual coordinator along with the EL program teacher will provide PD for teachers. Bilingual and ESL teachers will collaborate with the General education teachers and special education teachers to ensure ELs are provided with support using sheltered English and ESL strategies to improve their math skills. Bilingual coordinator will monitor ELs' progress and develop plans to improve language proficiency and academic language. All unit plans will include WIDA standards.

42.90

33.30

32.00

38.00

**Average Daily Attendance Rate**

Having students on-time and ready to learn everyday is vital to student achievement. Students who are absent or come tardy miss valuable instruction and collaboration with peers that cannot be replicated.

95.20

95.40

95.60

95.80

**My Voice, My School 5 Essentials Survey**

Establish a committee to promote a supportive environment.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

2014-2015 2015-2016 2016-2017 2017-2018

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Continue communicating our former powerful practices of purposing, conferring and collaborative conversations based on research from Fisher & Frey, while implementing new powerful practices such as assessments. Review of powerful practices follow by the cycle of BOY PD (6 hours) where research is presented, examples discussed, rubric for collecting data is created and goal of 80% of staff is established. Peer walks are scheduled for throughout the school year, data is collected and results are discussed and reflected upon, revisions are made and communicated during grade level meetings.

Evidence of 80% of staff implementing best practices, flexible grouping, open-ended questions, higher-order thinking questions, peer observations, learning walks and shared units of studies.

An increase in REACH observation trends, Five Essentials and SQRP attainment and growth (see below)

Overall	87.4	Reading 84.7	Math
Kdg			
1st			
2nd			
3rd			
4th			
5th			
6th			
7th			
8th			
Diverse Learner			30.7

Tags:

MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts

Area(s) of focus:

1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Provide complex informational text for close reading.

K-8 Teachers, SECAs, Teacher Assistants,admin

Aug 31, 2016 to Jun 30, 2018

progress monitoring Tools: performance assessments

Not started

**MTSS, Literacy/Reading, Science, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Social studies, Bilingual, Curriculum, Fine arts, Esl, Mathematics**

Provide access to multi-sensory math program Touch Math for primary grades and diverse learner teachers to supplement their math curriculum. Instructional materials such as e-books with an audio component and chapter books to support the multi-sensory learning modalities of all students will be provided for ELA instruction

K-8 Teachers, SECAs, Teacher Assistants,admin

Aug 31, 2016 to Jun 30, 2018

NWEA MAP, PARCC, Informal and Formal observations, Units/lessons

Not started

**Math, Technology, Diverse Learners, Differentiated instruction, Fine arts, Academic supports, Data driven instruction, Common core state standards, Reading**

Technology will be available for all classrooms K-8 (Chrome-books, iPads, Kindles, etc.) Blended learning will be implemented in all classrooms with the use of the progress monitoring program iReady, IXEL for Math and ELA instruction and diagnostic assessments for Tier 2, Tier 3 and diverse learners (K-8). Learning A-Z and Raz-kids will be used in grades K-4 for ELA. Google Classroom and Flipped classrooms, along with other websites that support instruction, will be used in all classrooms K-8. GO Math will also continue to be implemented in classrooms and training will be given in order for teachers to better understand how to use and implement the program.

K-8 Teachers, SECAs, Teacher Assistants, admin

Aug 31, 2016 to Jun 30, 2018

Technology program usage data by student, progress monitoring data, PARCC, NWEA MAP data

Not started

**MTSS, Math, Technology, Language arts, Reading, Fine art**

Math Practice Standards will be implemented in all classrooms and evident in all math units. Math and ELA units will be scoped and shared through Google Docs and Folders, giving all teachers access prior to instruction and implementation of each unit. This will help with the vertical alignment of units and ensure Common Core Standards are taught with full fidelity throughout the grade levels. This will also help to ensure that diverse learner teachers have access to the units in order to modify assignments and tasks for their students in a timely fashion.

K-8 Teachers, admin

Aug 30, 2016 to Jun 30, 2018

Units, Progress Monitoring data, Informal and Formal observations, PARCC, NWEA Map, SQRP

Not started

**Math, Core Instruction, Ela, Common core state standards, Vertical alignment, Teacher collaboration**

BOY Powerful Practice reviewing the data from the previous learning walks, implementing and purposing the lesson, collaborative conversatons, front loading and assessments PD

All staff members

Aug 29, 2016 to Aug 30, 2016

Classroom setup, shared documents (units, logs), Professional readings

Not started

**Math, Assessment, Behavior and Safety, Ela, Academic expectations, Accountability, Best practice, Achievement, Vertical alignment, Collaborative teachers, Aligned assessments**

Utilize different forms of Academic Discussions within differentiated groups and grade levels.

K-8 Teachers, SECAs, Teacher Assistants, admin

Aug 31, 2016 to Jun 30, 2017

Progress monitoring tools: Student Rubrics and Teacher Rubrics, Exit Slips, Informal Observation.

Not started

**Math, Assessment, Best practice, Student achievement, Collaborative teachers, Rigorous instruction**

Incorporate MARS tasks throughout units and include it in the final assessments.

K-8 Teachers, SECAs, Teacher Assistants, admin

Aug 31, 2016 to Jun 30, 2017

Progress monitoring tools: Teacher Rubrics, Informal Observation, Performance Assessments.

Not started

**Math, Core Instruction, Ela, Rigorous tasks, Progress monitoring, Vocabulary, Rigorous instruction**

Focus on academic language by identifying academic vocabulary and apply to the task at hand.

K-8 Teachers, SECAs, Teacher Assistants, Administration

Aug 31, 2016 to Jun 30, 2017

Progress monitoring tools: Teacher Rubrics, Informal Observation, Appearance of Word Walls in all Classrooms.

Not started

**Teacher Teams/Collaboration, Units of study, Esl strategies, Academic language**

Monthly Learning Walks - to support current Powerful Practices

K - 8 teachers, Diverse Learner Teachers, Resource Teachers, Administration

Aug 22, 2016 to Jun 30, 2018

Online rubric with feedback, ILT meetings, share outs at Grade level meetings

Not started

**Curriculum Design, Teacher-teacher trust & support, Vertical alignment, Collaborative teachers, Powerful practice, Collaborative feedback, Vertical articulation**

Professional Development will focus on CCSS and Powerful Practices, Differentiation using assessment data and Learning Continuum

All teachers, SECAs, Administration

Aug 22, 2016 to Jun 30, 2018

Agendas, Units, informal and Formal observations, peer observations and surveys

Not started

**Professional development, Differentiated instruction, Ccss, Teacher collaboration, Powerful practice**

WIDA standards will be continued to be included in all units and implemented

All teachers, Administration

Aug 22, 2016 to Jun 30, 2018

Units, lessons, informal and formal observations

Not started

**Esl, Bilingual education, Teacher implementation**

Specials Teachers will add goals, activities/projects and assessments to units created by teachers to implement the Fine Arts, Technology, Library Science, Physical Education

Specials Teachers, Administration, Counselor/Case Manager

Aug 22, 2016 to Jun 30, 2018

Units, lessons, Informal and Formal observations

Not started

**Diverse Learners, Special education, Implementation, Unit planning, Specials**

Each grade level will continue to develop common units of Instruction aligned to the CCSS and share on the google drive.

All teachers, Specials Teachers, Diverse Learner teachers, Counselor/Case Manager

Aug 22, 2016 to Jun 30, 2017

units, Informal and Formal observations, PARCC, NWEA MAP

Not started

**Core Instruction, Ccss, Units of study**

Differentiated instruction across all content areas to address the needs of ELs.

All teachers, Case Manager/Counselor

Aug 22, 2016 to Jun 30, 2018

units, Informal and Formal observations

Not started



**Diverse Learners, Differentiated instruction, EI learners, Teacher collaboration, Unit**

Develop supporting materials for each WIDA domain as indicated by formative assessments	Teachers, ESL/Bilingual and Resource teachers	Aug 22, 2016 to Jun 30, 2018	Units, Formal and Informal observations, ACCESS, assessments, student work	Not started
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**Bilingual, Esl, Assessment design, Esl strategies, Cultural awareness**

Teachers use formative assessment during instruction to monitor student progress and check for understanding of student learning	Teachers, SECAs, Teacher Assistants, Case Manager/Counselor	Aug 22, 2016 to Jun 30, 2018	Assessments, Progress monitoring data	Not started
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**Progress monitoring, Instructional strategy, Formative assessments, Check for understanding, Flexibility**

**Strategy 2**

If we do...

...then we see...

...which leads to...

adjust instructions and meet the needs of all T1,T2 and T3 students and address misunderstandings and provide proper accommodations, customize the learning environment so that each student has the opportunity to demonstrate 80%+ mastery and to provide personalized learning to meet the SEL goals for all students, create a plan to target and monitor, collaborate as a team of teachers.	Develop and implement Appropriate interventions for groups of students to track effectiveness of interventions and students response to interventions	SQRP attainment and growth RDG: 84.7 MATH: 87.4, Attendance rate: 95.6, Diverse 30.7 evidence of PLP implementation, flexible learning environment, evidence of On Track monitoring and supports, use of students learning plans and use of evidence of assessments
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Tags:

MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Esl, Teacher teams

Area(s) of focus:

2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Monitor students requiring and receiving targeted and intensive instruction/interventions using IXL in Math and ELA.	K-8 teachers, SECAs, TAs, Specials Teachers, admin	Aug 31, 2016 to Jun 30, 2018	Progress Monitoring through IXL reports or IXL real time monitoring, classroom work, grades, NWEA-MAP scores, observations	Not started

**Technology, Progress monitoring**

Determine appropriate interventions for students or groups of students not making adequate progress using horizontal scope of CCSS in Math and ELA.	K-8 teachers, SECAs, TAs, Specials Teachers, admin	Aug 31, 2016 to Jun 30, 2018	Shared units, horizontal scope, MTSS data and tiers	Not started
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**Ccss, Math curriculum, Ela curriculum**

Develop a school-wide 5- week tracking system to use progress monitoring data to track effectiveness of interventions and student response to intervention.	K-8 teachers, SECAs, Teacher Assistants, Specials Teachers, administration	Aug 31, 2016 to Jun 30, 2018	horizontal scope, NWEA-MAP scores, formative & summative assessments, classroom work and parent contact log	Not started
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**MTSS, Interventions, Progress monitoring, Student response systems**

CHAMPs classroom management system will be implemented in all classrooms to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.	K-8 teachers, administration, SECAs, Teacher assistants, Specials teachers, Diverse Learner teachers, students	Aug 22, 2016 to Jun 30, 2018	Dashboard, Attendance, informal observations/ REACH observations	Not started
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**MTSS, Teacher Teams/Collaboration, Champs, Vertical alignment, Engagement**

BOY of MTSS PD on tiered instruction, progress monitoring and documentation of student growth	All teachers, SECAS, Admin	Aug 29, 2016 to Aug 30, 2016	Attendance Log, evidence of MTSS instruction and progress monitoring	Not started
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**MTSS**

**Strategy 3**

If we do...

If the staff clearly models expectations for students at the BOY using the CHAMPS model, which will set the framework of expectations for interactions for behaviors and collaboration. If the staff embeds the SEL standards into their units, this will teach students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning.

...then we see...

Evidence of 85% of staff implementing CHAMPS on daily bases. There will be more consistency with the enforcement of the rules across each grade level. The CHAMPS implementation will be consistently implemented to provide reinforcement for students the highest expectations of civility, and behavior. Students will exhibit appropriate social and emotional skills among peers.

...which leads to...

A proactive and positive approach in classroom management will be evident in REACH observations Domain 2. There will see a 40 % decrease in student discipline referrals.

Tags:

Diverse Learners, Diversity, History, Multicultural, Champs, Cultural awareness, Culture and climate

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Implement monthly characteristics which lead to model students and select student of the month by these attributes : Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective	All teachers, teacher assistants, students, administration	Aug 22, 2016 to Jun 30, 2018	Selected SOTM, class contracts, dashboard	Not started

**Behavior and Safety, SEL, Motivation, Model, Leadership and collective responsibility, Teacher collaboration, Culture and climate, Self efficacy**

Implement assemblies which reflect on the cultures which make up our school population	All teachers, students, administration, teacher assistants	Sep 1, 2016 to Jun 30, 2018	Calendar, student feedback, homeroom teachers integration in lessons, specials teachers lesson plans/units, parent feedback	Not started
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**Parental involvement, Communication, Fine arts,**

**Culturally relevant programming, History, School pride, Culture and climate, Student involvement**

Provide opportunities for admin, teachers and teacher assistants to come together for Team Building in order to model respect and team building to students and families	All teachers, administration, teacher assistants	Aug 22, 2016 to Jun 30, 2018	Calendar/agendas, 5 Essentials	Not started
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**Model, Leadership and collective responsibility, Teacher collaboration, Culture and climate, Team building**

BOY PD using the CHAMPS model, which will set the framework of expectations for interactions for behaviors and collaboration for all staff and student interactions.	ILT	Aug 30, 2016 to Aug 31, 2016	Attendance log, evidence of CHAMPS in each classroom and hallways	Not started
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**Teacher Teams/Collaboration, Champs, Student expectations, Team building**

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide complex informational text for close reading.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, MTSS, Literacy/Reading, Science, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Social studies, Bilingual, Curriculum, Fine arts, Esl, Mathematics</p>	K-8 Teachers, SECAs, Teacher Assistants,admin	Aug 31, 2016	Jun 30, 2018	Not started
<p>✚ Provide access to multi-sensory math program Touch Math for primary grades and diverse learner teachers to supplement their math curriculum. Instructional materials such as e-books with an audio component and chapter books to support the multi-sensory learning modalities of all students will be provided for ELA instruction</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Math, Technology, Diverse Learners, Differentiated instruction, Fine arts, Academic supports, Data driven instruction, Common core state standards, Reading</p>	K-8 Teachers, SECAs, Teacher Assistants,admin	Aug 31, 2016	Jun 30, 2018	Not started
<p>✚ Technology will be available for all classrooms K-8 (Chrome-books, iPads, Kindles, etc.) Blended learning will be implemented in all classrooms with the use of the progress monitoring program iReady, IXEL for Math and ELA instruction and diagnostic assessments for Tier 2, Tier 3 and diverse learners (K-8). Learning A-Z and Raz-kids will be used in grades K-4 for ELA. Google Classroom and Flipped classrooms, along with other websites that support instruction, will be used in all classrooms K-8. GO Math will also continue to be implemented in classrooms and training will be given in order for teachers to better understand how to use and implement the program.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, MTSS, Math, Technology, Language arts, Reading, Fine art</p>	K-8 Teachers, SECAs, Teacher Assistants,admin	Aug 31, 2016	Jun 30, 2018	Not started
<p>✚ Math Practice Standards will be implemented in all classrooms and evident in all math units. Math and ELA units will be scoped and shared through Google Docs and Folders, giving all teachers access prior to instruction and implementation of each unit. This will help with the vertical alignment of units and ensure Common Core Standards are taught with full fidelity throughout the grade levels. This will also help to ensure that diverse learner teachers have access to the units in order to modify assignments and tasks for their students in a timely fashion.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Math, Core Instruction, Ela, Common core state standards, Vertical alignment, Teacher collaboration</p>	K-8 Teachers, admin	Aug 30, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ BOY Powerful Practice reviewing the data from the previous learning walks, implementing and purposing the lesson, collaborative conversatons, front loading and assessments PD</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Math, Assessment, Behavior and Safety, Ela, Academic expectations, Accountability, Best practice, Achievement, Vertical alignment, Collaborative teachers, Aligned assessments</p>	All staff members	Aug 29, 2016	Aug 30, 2016	Not started
<p>✚ Utilize different forms of Academic Discussions within differentiated groups and grade levels.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Math, Assessment, Best practice, Student achievement, Collaborative teachers, Rigorous instruction</p>	K-8 Teachers, SECAs, Teacher Assistants, admin	Aug 31, 2016	Jun 30, 2017	Not started
<p>✚ Incorporate MARS tasks throughout units and include it in the final assessments.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Math, Core Instruction, Ela, Rigorous tasks, Progress monitoring, Vocabulary, Rigorous instruction</p>	K-8 Teachers, SECAs, Teacher Assistants, admin	Aug 31, 2016	Jun 30, 2017	Not started
<p>✚ Focus on academic language by identifying academic vocabulary and apply to the task at hand.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Teacher Teams/Collaboration, Units of study, Esl strategies, Academic language</p>	K-8 Teachers, SECAs, Teacher Assistants, Administration	Aug 31, 2016	Jun 30, 2017	Not started
<p>✚ Monthly Learning Walks - to support currnet Powerful Practices</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Curriculum Design, Teacher-teacher trust &amp; support, Vertical alignment, Collaborative teachers, Powerful practice, Collaborative feedback, Vertical articul</p>	K - 8 teachers, Diverse Learner Teachers, Resource Teachers, Administration	Aug 22, 2016	Jun 30, 2018	Not started
<p>✚ Professional Development will focus on CCSS and Powerful Practices, Differentiation using assessment data and Learning Continuum</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Professional development, Differentiated instruction, Ccss, Teacher collaboration, Powerful practice</p>	All teachers, SECAs, Administration	Aug 22, 2016	Jun 30, 2018	Not started
<p>✚ WIDA standards will be continued to be included in all units and implemented</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Esl, Bilingual education, Teacher implimentation</p>	All teachers, Administration	Aug 22, 2016	Jun 30, 2018	Not started
<p>✚ Specials Teachers will add goals, activities/projects and assessments to units created by teachers to implement the Fine Arts, Technology, Library Science, Physical Education</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Diverse Learners, Special education, Implementation, Unit planning, Specials</p>	Specials Teachers, Administration, Counselor/Case Manager	Aug 22, 2016	Jun 30, 2018	Not started
<p>✚ Each grade level will continue to developing common units of Instruction aligned to the CCSS and share on the google drive.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Core Instruction, Ccss, Units of study</p>	All teachers, Specials Teachers, Diverse Learner teachers, Counselor/Case Manager	Aug 22, 2016	Jun 30, 2017	Not started
<p>✚ Differentiated instruction across all content areas to address the needs of ELs.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Diverse Learners, Differentiated instruction, EI learners, Teacher collaboration, Unit</p>	All teachers, Case Manager/Counselor	Aug 22, 2016	Jun 30, 2018	Not started
<p>✚ Develop supporting materials for each WIDA domain as indicated by formative assessments</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Bilingual, Esl, Assessment design, Esl strategies, Cultural awareness</p>	Teachers, ESL/Bilingual and Resource teachers	Aug 22, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers use formative assessment during instruction to monitor student progress and check for understanding of student learning</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Progress monitoring, Instructional strategy, Formative assessments, Check for understanding, Flexibility</p>	Teachers, SECAs, Teacher Assistants, Case Manager/Counselor	Aug 22, 2016	Jun 30, 2018	Not started
<p>✚ Monitor students requiring and receiving targeted and intensive instruction/interventions using IXL in Math and ELA.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Esl, Teacher teams, Technology, Progress monitoring</p>	K-8 teachers, SECAs, TAs, Specials Teachers, admin	Aug 31, 2016	Jun 30, 2018	Not started
<p>✚ Determine appropriate interventions for students or groups of students not making adequate progress using horizontal scope of CCSS in Math and ELA.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Esl, Teacher teams, Ccss, Math curriculum, Ela curriculum</p>	K-8 teachers, SECAs, TAs, Specials Teachers, admin	Aug 31, 2016	Jun 30, 2018	Not started
<p>✚ Develop a school-wide 5- week tracking system to use progress monitoring data to track effectiveness of interventions and student response to intervention.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Esl, Teacher teams, MTSS, Interventions, Progress monitoring, Student response systems</p>	K-8 teachers, SECAs, Teacher Assistants, Specials Teachers, administration	Aug 31, 2016	Jun 30, 2018	Not started
<p>✚ CHAMPs classroom management system will be implemented in all classrooms to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Esl, Teacher teams, MTSS, Teacher Teams/Collaboration, Champs, Vertical alignment, Engagement</p>	K-8 teachers, administration, SECAs, Teacher assistants, Specials teachers, Diverse Learner teachers, students	Aug 22, 2016	Jun 30, 2018	Not started
<p>✚ BOY of MTSS PD on tiered instruction, progress monitoring and documentation of student growth</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Teacher Teams/Collaboration, Bilingual, Curriculum, Fine arts, Esl, Teacher teams, MTSS</p>	All teachers, SECAs, Admin	Aug 29, 2016	Aug 30, 2016	Not started
<p>✚ Implement monthly characteristics which lead to model students and select student of the month by these attributes : Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective</p> <p>Tags: Diverse Learners, Diversity, History, Multicultural, Champs, Cultural awareness, Culture and climate, Behavior and Safety, SEL, Motivation, Model, Leadership and collective responsibility, Teacher collaboration, Culture and climate, Self efficacy</p>	All teachers, teacher assistants, students, administration	Aug 22, 2016	Jun 30, 2018	Not started
<p>✚ Implement assemblies which reflect on the cultures which make up our school population</p> <p>Tags: Diverse Learners, Diversity, History, Multicultural, Champs, Cultural awareness, Culture and climate, Parental involvement, Communication, Fine arts, Culturally relevant programming, History, School pride, Culture and climate, Student involvement</p>	All teachers, students, administration, teacher assistants	Sep 1, 2016	Jun 30, 2018	Not started
<p>✚ Provide opportunities for admin, teachers and teacher assistants to come together for Team Building in order to model respect and team building to students and families</p> <p>Tags: Diverse Learners, Diversity, History, Multicultural, Champs, Cultural awareness, Culture and climate, Model, Leadership and collective responsibility, Teacher collaboration, Culture and climate, Team building</p>	All teachers, administration, teacher assistants	Aug 22, 2016	Jun 30, 2018	Not started
<p>✚ BOY PD using the CHAMPS model, which will set the framework of expectations for interactions for behaviors and collaboration for all staff and student interactions.</p> <p>Tags: Diverse Learners, Diversity, History, Multicultural, Champs, Cultural awareness, Culture and climate, Teacher Teams/Collaboration, Champs, Student expectations, Team building</p>	ILT	Aug 30, 2016	Aug 31, 2016	Not started

Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

### NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

### Parent Plan

### Parent Involvement Policy

Complete

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

Byrne is committed to holding monthly Parent Advisory Committee (PAC) meetings. First meeting will be scheduled in September. During this meetings a year long a calendar and a PAC committee are elected. The representatives attends Parent Leadership Network meetings, conferences, and present information at subsequent PAC meetings to all attendees. Yearly, parents are also consulted and surveyed about parent needs. Also, parent input is provided on how the budget should be allocated for training's and various activities for the school year.

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

Byrne is committed to holding monthly Parent Advisory Committee meetings. During organizational meeting a calendar is drafted and meeting times are agreed upon. All PAC meeting times and dates are posted near the main entrance and are printed in monthly calendar. During meetings, a translator will be provided and all materials will be translated to ensure that presented information is understood by all. Also to increase and encourage participation, parent input is provided on how the budget should be allocated for training's and various activities for the school year. The Annual Title 1 and PAC Organizational Meetings were held on October 19, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Regular communication will continue to be provided through monthly calendars, website, yearly Parent-Student handbook, and minutes of monthly PAC (materials are translated if requested). Math Lead Teacher(s) will provide relevant workshops to parents on how they can assist with Math instruction at home. Measuring tool will be MARS task along with formative and summative assessment.

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

Monthly LSC, PAC and BAC meetings are the platforms in which parents provide input about the education of their children. The Administration and the Leadership Team will review and respond to parent concerns/suggestions, as appropriate.

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

All parents are provided a Parent Report of their child(ren)s test scores on district assessments during Open House. Also, all test scores are arranged in a color coded-graphic organizers that are easier for parents to understand. Parent letters will be prepared by Principal and distributed to all parents regarding benchmark grades, as expected by CPS and State policies.

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

"The Board of Education is responsible for notifying parents of students who are taught by teachers who are not considered to be highly qualified. "

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

Family Math and Literacy Night(s) will provide activities that are aligned to standards and provide insight for parents about what is expected. Training will be provided during PAC meetings and at an additional agreed upon time about district assessments. Additionally, parents are encouraged to conference with their child's teacher regularly about their child's progress. During Parent meetings Byrne's Counselor, EL Liaison, Math Lead Teacher and/or Administration will provide relevant workshops to parents on how they can assist with Math instruction at home. A translator will be provided and all materials will be translated if requested to ensure that information is understood by all.

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

Family Math Night will provide resources and activities for parents to use at home. Also, PAC meetings and minutes are posted near the main entrance that will detail training opportunities. Parents will also receive monthly school calendars and website updates keeping them informed of upcoming school events. During Parent training's the Byrne Counselor, EL Liaison, Math Lead Teacher and/or Administration will provide relevant workshop to parents on a monthly basis. A translator will be provided and all materials will be translated when requested to ensure that information is understood by all present.

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

At the beginning of the school year staff will review Parent-Student Handbook, parent log examples and expectations will be reviewed and explained. Parent portal support will be provided at Open House.

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

N/A

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

All parent meeting times and dates are posted on a bulletin board near the main entrance and are printed in monthly calendar. Also, website will be used to inform parents of upcoming events. School marquee is also used to inform parents about meeting dates. A translator will be provided and all materials will be translated if requested to ensure that information is understood by all.

#### Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

## Parent Compact

Complete

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

### Vision

Byrne is committed to the success of every child every day.

### Mission:

Byrne is committed to providing all students with exemplary instruction designed to educate the whole child so that they may become productive members of the community. We nurture intellectual curiosity, collaboration, critical thinking, and effective communication. We aim instruction to support each student's ability to achieve at the highest academic levels. We encourage all members of the community to contribute and support student learning by investing as collaborative partners in the education of our children. Byrne guides students in the exploration of their intellectual, artistic, physical, social, and character development and their understanding of technology. Our rigorous and inspired standards-based curriculum is tailored to empower all students to meet the challenges of their future with confidence, compassion, and integrity.

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

Michael Byrne School will hold parent teacher conferences in November and April according to the CPS calendar.

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

All parents will receive student progress reports every 5 weeks and report cards every ten weeks as designated by CPS policy. Four Progress Reports are sent via students, two report cards are sent via students and two report cards are given to parents during report card conferences in November and April. Parents will be provided with intervention reports for students that are struggling. All students will receive NWEA reports.

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

All staff members are available for parent conferences when requested by parent at least with a 24 hour notice. Parents can call the school and leave the teacher a message requesting a conference. Parents can come during teacher preparation periods. Parents can also request meeting times before or after school with teachers. These conferences can be held in the classroom, in the assistant principal's office, principal's office or a place that ensures privacy.

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

Parents may also chaperon during field trips or come in to observe classroom instruction when appointment has been cleared by an administrator and the teacher has been informed at least 24 hours in advance. After meeting CPS volunteer policy requirements and administration approval parents may also volunteers for all other student related activities, assist during recess and lunchroom duty etc.

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

At the beginning of the year the parents are invited to an open house where classroom expectations and curriculum is reviewed. K-2 weekly newsletters are sent home and 3-8th grade planners are sent home every day to keep parents informed of homework. Parents are informed via letter and phone calls when students are not meeting their attendance requirements. Parents will be able to check student progress via Gradebook parent portal and parents can also send written notes to classroom teachers. Teacher(s) will hold parent workshops after school for targeted small groups to provide parent training for math strategies.

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

Parents can attend any monthly LSC, BAC and PAC meeting to make suggestions and comments on changes they would like to see made regarding curriculum, school events and teacher practice.

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

Students will review student handbook and discipline code book at the beginning of the year with homeroom teacher. Expectations will be set and reviewed, group by group, for all to understand. Students will sign a behavior contract during the student handbook and discipline code book review. Good attendance will be acknowledge on a monthly basis, good behavior and preparation will also be reviewed on a monthly basis through student of the month celebrations. Students who meet their EOY target growth will be celebrated. Perfect attendance is celebrated. Students will be empowered by taking charge of their own learning by analyzing their own individual data and setting goals for themselves during a workshop lead by one to one discussions with classroom teachers.

## Parent Budget

Complete

**Goals:** Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The



overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Students will increase mathematical achievement through parent involvement. Parents will gain knowledge through professional development that will be provided by Math Teacher Leaders. This professional development will enhance strategic and mathematical thinking. This training will allow parents to better support their child(ren) at home.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 437	.00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 443	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 291	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 291	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 237	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 145	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 107	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ 100	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$ 0	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0	.00