



Lorenz Brentano Math & Science Academy ES (/school-plans/37) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Emily Bartlett	5/6 Science and Social Studies Teacher (ESL endorsed)	eabartlett1@cps.edu	Has access
Vy Nguyen	Special Education Teacher	nguyen5@cps.edu	Has access
Cassandra Kornblau	5/6 Math teacher (bilingual)	crkornblau@cps.edu	Has access
Melissa Hendler	1st Grade Teacher (ESL endorsed and LBS1)	mhendler@cps.edu	Has access
Kelly Preston-Harris	7/8 Science Teacher	ktharris9@cps.edu	Has access
Erendira Alcantara	Assistant Principal (Bilingual and NBCT)	ealcantara@cps.edu	Has access
Veronica Hernandez	Parent and LSC member	verobeave@yahoo.com	No Access
Christopher Hewitt	Community rep and LSC member	cmhewitt@gmail.com	No Access

### Team meetings

Date	Participants	Topic
03/10/2016	Staff team-members	SEF
03/10/2016	LSC team-members	SEF, Goals, strategies and action steps
04/14/2016	LSC team-members	Full CIWP review
05/12/2016	LSC team-members	CIWP approval
05/10/2016	Staff team-members	Full CIWP review
04/12/2016	Staff team-members	Goals, strategies and action steps

04/26/2016

Staff team-members

Goals, strategies and action steps

04/08/2016

Full staff

SEF, goals, strategies

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.

1 2 3 4

Internal surveys report teachers believe Brentano to have stable and effective leadership and a sense of collective responsibility among staff. The 2014-5 5Essentials data includes a neutral rating for effective leaders, with growth over the previous year. The LSC selected a new principal and helped select a new Assistant Principal who have been in place for the 2015-6 school year. 2014-5 5Essentials data includes a strong rating for collective responsibility.

**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	<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="#">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>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

**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.

1 2 3 4

Brentano's instructional leadership team is a diverse group of high-performing educators charged with positively impacting the quality of teaching and learning school-wide. The group meets twice per month and each meeting focuses on issues within the instructional core. The ILT engages in active learning and also plans for school-wide teacher learning to build staff capacity to accomplish school goals. General education, special education, and bilingual education are all represented, as are teachers from each grade band within the school. Members completed applications in order to be selected to the ILT. 2014-5 5Essentials data includes a strong rating for Instructional Leadership.

### 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:

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.

Score

1 2 3 4

Brentano is currently in the process of re-designing its systems for professional learning. Weekly grade-team meetings, flex PD day meetings, quarterly PD meetings, peer observation, the REACH process, and outside-of-school PD are all aspects of our school's professional learning system. Weekly grade-team meetings are 100% focused on issues within the instructional core rather than housekeeping. Quarterly PD is differentiated, with various teacher-led PD sessions that teachers select to attend. Our priority moving forward is better coordinating all aspects of our professional learning system. 2014-5 5Essentials data includes a strong rating for quality professional development.

## 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

1 2 **3** 4

Brentano effectively aligns resources to create a strong educational environment for all students and to accomplish school goals. Scheduling supports student success by complying with all subject and minute requirements, minimizing disruption and inconsistency, coordinating general education and special education, and by ensuring daily shared collaboration time for all grade levels. We have also increased investment in the arts by adding an additional arts block weekly for all students and creating in that time an additional intervention block used by all general education teachers.

## 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	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

## Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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.

### Score

1 2 3 4

Brentano is in the process of creating curriculum teams to improve coverage, complexity, and alignment of all curricula. Currently, teachers in grades K-4 use aligned math and literacy curricula selected with teacher input. Teachers in most grades have incorporated balanced literacy models that include literature and writing circles. Teachers are using the Webb's Depth of Knowledge framework to analyze and improve the rigor of tasks in our math curriculum. General education and special education teachers collaborate around curricular decisions. Teachers make modifications and accommodations to ensure diverse learners and English learners have access to rigorous curriculum. Moving forward, our priority is improving vertical alignment and task complexity in math, science and social studies curricula.

## 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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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

1 2 3 4

Brentano uses a combination of teacher-created and purchased curricula for math, literacy, science, and social studies. A teacher-led process resulted in the selection of Go Math as a base text for math, Reading Street for literacy, and Foss for science. Additionally, more than 50% of weekly teacher meeting time is dedicated to the study and creation of inquiry-based curricula. Teachers engage in peer observation and peer coaching to support differentiation and adaptation with instructional materials and to promote increased complexity in tasks and texts selected. Teachers collaborate to ensure alignment of curricular materials for general education, special education, and bilingual education.

## 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	<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><a href="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1.b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1.c. Selecting Learning Objectives</a></li> <li><a href="#">1.d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

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)

Score

1 2 **3** 4

Brentano teachers use more than 50% of weekly teacher meeting for the study and creation of inquiry-based curricula, including the examination of assigned and completed student tasks in all disciplines. Teachers also engage in peer observation and peer coaching frequently and as part of the REACH process through "next steps." Teachers and administration frequently use Webb's Depth of Knowledge framework to evaluate the cognitive demand of student tasks. Most Brentano tasks evaluated at the beginning of the 2015-6 academic year fell between Levels 2 and 3, and rigor has increased with dedicated teacher work in this area.

### 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-%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-%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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. 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:

Score

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)

1 2 3 4

Brentano teachers and students have had a great deal of success preparing students for high school and postsecondary education. Brentano hosts high school visits for 8th graders during the fall, offers one-on-one high school counseling for 8th graders, and organizes tours to various high schools each year. Brentano graduates routinely enroll in selective enrollment high schools including Lane Tech, Westinghouse, and others, as well as selective programs including IB and others. Many Brentano graduates eventually enroll in and graduate from universities, often returning to visit Brentano. Brentano currently does not have a committee focused on transition to high school or postsecondary education and we do not yet maintain systematic records regarding eventual college entry and success of Brentano graduates.

### 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	Ambitious Instruction      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 C2. Builds a culture of high aspirations and achievement for every student.

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

Brentano teachers are excellent instructors. REACH data indicates that average Brentano teacher performance in Domains 2 and 3 is between proficient and distinguished. Teachers engage in peer observation and coaching frequently and as part of the REACH process through REACH "next steps." 2014-5 5Essentials data includes a very strong rating for academic press an quality of student discussion. 2014-5 5Essentials data includes strong ratings for math and english instruction.

## 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

Brentano has implemented Multi-Tiered Systems of Support for behavior and academics, with an academic focus on literacy. The school has adopted the Second Step curriculum for social-emotional learning in all grades and uses StudentLogger for data tracking in terms of behavior. Teacher teams and the counselor work with school administration to implement Tier 2 and 3 interventions. Academically, teacher teams and interventionists implement Tier 2 and 3 interventions for students in literacy. Teacher surveys indicate that MTSS is a priority in terms of ensuring the consistency of implementation at all grades and in maintaining more consistent record-keeping protocols.

## 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	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	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

Brentano teachers have implemented a school-wide assessment system that includes progress monitoring and summative assessment in math, literacy, and science. Teachers in primary grades use TRC/DIBELS for literacy and NWEA for math. Teachers in intermediate and upper grades use NWEA for math and literacy. Teachers also use NWEA science. Teacher surveys indicate more work remains in terms of aligning teacher-created assessments horizontally and vertically and in instituting aligned grading procedures at each grade band.

## 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 (CCSR).
  - 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	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<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>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### 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, 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.

Score

1 2 3 4

Brentano has a strong culture for learning, evidenced by school-wide NWEA growth in literacy, 5essentials data, and both high student and staff attendance. Teacher meeting times and quarterly professional development sessions reinforce this culture of learning by being entirely focused on the instructional core rather than house-keeping. Teachers school-wide reinforce growth mindset with students and explicitly teach malleable intelligence in order to build culture for learning. 2014-5 5Essentials data includes a very strong rating for academic press and a quality of student discussion.

### 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

In internal surveys, Brentano teachers report high levels of trust with parents and administration. In internal surveys, Brentano teachers report moderate but improving relational trust among staff. In the 2015-6 academic year staff has increased relational trust by emphasizing collaborative work among teachers in weekly meetings, quarterly PD, and through teacher work committees. REACH data indicates that scores for 2a -- creating an environment of respect and rapport -- average between proficient and distinguished. This underscores strong relational trust between students and staff. 2014-5 5Essentials data includes a strong rating for teacher-teacher trust. 2014-5 5Essentials data includes a strong rating for teacher-parent trust.

## 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

Students at Brentano have strong voice and engagement. More than 1/2 of our students participate in extracurricular activities offered by teachers through the After-School All-Stars program. Brentano has an active student government which regularly surveys students and meets with administration to discuss issues related to school civic life.

## 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

Brentano is proud of its strong, safe school school-wide environment and classroom environments. Students and parents report high levels of safety through 5essentials survey. Misconduct and suspension data indicate a low rate of disciplinary breaches. Strong student and staff attendance testifies to the safe and order that characterize Brentano. 2014-5 5Essentials data includes a very strong rating for safety and student-teacher trust.

## 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	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
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:

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.

Score

1 2 3 4

Teacher surveys indicate a strong interest in restorative approaches to discipline school-wide but an inconsistent implementation of restorative practices. Teachers school-wide implement the Second Step SEL curriculum. Rates of exclusionary discipline are low. However teachers have expressed a desire for additional training in restorative practices and greater communication school-wide regarding expectations for restorative approaches to discipline.

### 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) ✓ 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

Brentano enjoys strong parent partnership. Brentano has an active LSC, PAC, BAC, and "Friends of" organization. Community events such as our annual Dr. Seuss day festival and the Dia del Nino festival consistently draw several hundred parents, approaching half our school community. More than 90% of parents participate in conferences each quarter. Parent volunteers in the 2015-6 school year painted the school's cafeteria, classroom 110, and the school library. 2014-5 5Essentials data includes a strong rating for teacher-parent trust, a strong rating for parent involvement in school, and a strong rating for parent influence on decision making in schools.

### 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)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
	CPS Framework for Teaching <a href="#">2c. Managing Classroom Procedures</a>
CPS Performance Standards for School Leaders	<a href="#">4c. Communicating with Families</a>
	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: 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: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Relational Trust	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: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	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 Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: 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>				
Projecting a 4 percentage point increase in each of next two years based on MOY data for 2016-7 and slowed growth pace as we approach 100%	69.00	86.00	90.00	94.00
<b>National School Growth Percentile - Math</b>				
Projecting a return to 2014-5-type achievement for math in 2016-7 and a more gradual increase for 2017-8 for math	72.00	30.00	75.00	80.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Assuming a ~60% rate of students meeting/exceeding growth norms for 2015-6 and projecting a similar growth rate for 2016-7 and 2017-8 years	56.00	(Blank)	65.00	70.00
<b>African-American Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>				
Projecting a similar growth rate for hispanic students in reading as for school overall	71.00	83.00	87.00	91.00
<b>English Learner Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>African-American Growth Percentile - Math</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>				
Projecting a similar growth rate for hispanic students in math as for school overall	67.00	28.00	65.00	70.00
<b>English Learner Growth Percentile - Math</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Math</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>National School Attainment Percentile - Reading (Grades 3-8)</b>				

Projecting a 5 percentage point increase in attainment percentile each year for math and reading in all grades based on MOY data and growth trends	52.00	67.00	72.00	77.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Projecting a 5 percentage point increase in attainment percentile each year for math and reading in all grades based on MOY data and growth trends	69.00	63.00	68.00	73.00
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**National School Attainment Percentile - Reading (Grade 2)**

Projecting a 5 percentage point increase in attainment percentile each year for math and reading in all grades based on MOY data and growth trends	81.00	57.00	62.00	67.00
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**National School Attainment Percentile - Math (Grade 2)**

Projecting a 5 percentage point increase in attainment percentile each year for math and reading in all grades based on MOY data and growth trends	82.00	65.00	70.00	75.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Projecting a 5 percentage point increase in ACCESS sufficient annual progress based on MOY data and growth trends	50.00	60.00	65.00	70.00
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**Average Daily Attendance Rate**

Projecting a rise to 96% for 2016-7 based on projected obtaining of year's attendance goal and projection of similar growth rate to 2017-8	95.40	95.70	96.00	96.30
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**My Voice, My School 5 Essentials Survey**

Projecting to maintain well-organized rating	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
5 Essentials: Teacher-principal trust				
Projecting 5 point increase each year for 2016-7 and 2017-2018. As new principal, have prioritized transparency, accessibility, and responsiveness to teacher needs and will continue to do so.	37.00	59.00	66.00	72.00
5 Essentials: Collaborative Teachers				
Projecting 5 point increase each year for 2016-7 and 2017-2018. As new principal, have prioritized supporting teacher collaboration on grade teams, department teams, and other CIWP teams and will continue to do so	65.00	64.00	69.00	73.00
5 Essentials: Teacher-teacher trust				
Projecting 5 point increase each year for 2016-7 and 2017-2018. As new principal, have prioritized development of teacher teams and promotion of positive teacher collaboration to build trust through shared work	68.00	63.00	68.00	73.00

Strategies

Strategy 1

If we do...

Vertically and horizontally align scope and sequences and curriculum in Science, Social Studies, and Math, building teacher capacity to design units that are cognitively engaging and drive student inquiry

...then we see...

-Teachers implementing math curricula at all grade levels that fully address all learning objectives and CCSS, include comprehensive assessment plans, and are driven by materials with appropriate task complexity  
 -Teachers implementing science and social studies curricula at all grade levels that are part of a vertically aligned K-8 thematic plan, address all relevant learning objectives, CCSS, and NGSS, and include comprehensive assessment plans; content curricula also grounded in an inquiry approach and driven by materials with appropriate task and text complexity

...which leads to...

-Improved math achievement growth at all grade levels for all students  
 -Improved literacy achievement growth at all grade levels for all students  
 -Improved science achievement growth at all grade levels for all students  
 -Increased student ownership of learning driven by greater alignment and clarity in math curricula as well as inquiry model in science and social studies curricula  
 -Improved student performance on the Illinois and US Constitution tests  
 -Improved student and teacher ratings for academic press and program coherence and academic challenge as measured by My Voice My School Survey

Tags:

Math, Science, Social studies, Scope and sequence, Inquiry

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
-Create a Math Curriculum committee and a Content Curriculum Committee (for science and social studies) including representatives from all grade bands, as well as both general education and diverse learner educators	Principal	May 2, 2016 to May 6, 2016	Regular meetings of both committees	On-Track
-Study current math, science and social studies curriculum at Brentano in terms of standards coverage, assessment coverage, and task complexity as well as engage in professional readings, professional development, and site visits to learn about strong practices elsewhere in math and content curriculum	Curriculum Teams	May 2, 2016 to Jun 21, 2016	-Regular meetings of both committees -Presentation of each committee to principal and full faculty at EOY	On-Track
-Develop a vision for school-wide math, science, and social studies curricula that includes articulation of standards/topics, assessment plans, and plan for complex, inquiry-driven tasks	Curriculum Teams	May 2, 2016 to Jun 21, 2016	-Regular meetings of both committees -Presentation of each committee to principal and full faculty at EOY	On-Track
-Develop a teacher learning plan to build school-wide staff capacity to develop and implement envisioned math, science, and social studies curricula	Curriculum Teams	May 2, 2016 to Jun 21, 2016	-Regular meetings of both committees -Presentation of each committee to principal and full faculty at EOY	On-Track

-Implement teacher learning plan and implement new school-wide math, science, and social studies curricula	Curriculum Teams Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of both committees -Curriculum development PD quarterly and in grade-team meetings -Developed curriculum evident in lesson plans and observed in classrooms	Not started
-Continuously progress monitor implementation and effectiveness of plan, making adjustments as necessary	Curriculum Teams Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of both committees	Not started

Strategy 2

If we do...

...then we see...

...which leads to...

Develop an aligned, school-wide system for proactive community building through social emotional learning as well as a system for restorative responses to behavioral misconducts, and build teacher capacity to implement restorative approaches	-All teachers and staff implementing restorative practices school-wide to promote social-emotional learning -All teachers and staff including administrators using restorative practices proactively to create classroom communities, cultures, and systems that prevent conflicts and misconducts -All teachers and staff including administrators responding to conflicts or misconducts using restorative practices -All teachers and staff including administrators progress monitoring student conduct using established protocols -Student self-monitoring school-wide culture and promoting positive culture	-Emergence of strong, SEL-positive classroom communities in all classrooms -Increased student attendance to reach greater than 96% -Increased staff attendance -Decreased misconducts and office referrals
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Tags:

Restorative approaches, Restorative justice, Discipline, Social emotional learning, Restorative practices

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
-Create a Restorative Justice team, including representatives from different grade bands and departments	Principal	May 2, 2016 to May 6, 2016	-Regular meetings of committee	On-Track
-Study current disciplinary and restorative practices at Brentano as well as engage in professional readings, professional development, and site visits to learn about strong practices elsewhere in restorative practices	Restorative Justice team	May 2, 2016 to Jun 21, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track
-Develop a vision for a school-wide restorative justice program at Brentano, including proactive community building steps and a restorative reactive approach to disciplinary infractions	Restorative Justice Team Principal Assistant Principal	May 2, 2016 to Jun 21, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track

-Develop a teacher learning plan to build school-wide staff capacity to implement envisioned restorative justice program	Restorative Justice Team Principal Assistant Principal	May 2, 2016 to Jun 21, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track
-Implement teacher learning plan and school-wide restorative justice program, including proactive community building steps and a restorative reactive approach to disciplinary infractions	Restorative Justice Team Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of committee -Restorative Justice PD quarterly and in grade-team meetings -Restorative justice implementation evident in lesson plans and observed in classrooms	Not started
-Continuously progress monitor implementation of plan and impact of plan on Brentano culture, making adjustments as necessary	Restorative Justice Team	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of committee	Not started

### Strategy 3

If we do...

...then we see...

...which leads to...

Design and implement an aligned counseling scope and sequence progressively preparing 6th-8th graders for application to, selection of, and transition to high school, while building teacher capacity to embed secondary and post-secondary connections throughout PK-8 instruction	-Consistent implementation of a secondary connections plan beginning in 5th grade -Increased high school awareness among 7th and 8th graders and 7th and 8th grade families -Increased student ownership of learning in intermediate grades and middle school due to secondary connections focus -Increased student ownership of learning in all grades due to post-secondary connections focus	-Increased student ownership of learning as measured by student portal sign-up and student articulation of secondary and postsecondary plans -Increased student achievement growth due to greater student and parent ownership of learning -Increased student and parent involvement in secondary and postsecondary planning -Increased student applications to and enrollment best-fit high schools after 8th grade
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Tags:

Post secondary, Transition, Counseling, High school readiness

Area(s) of focus:

3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
-Form a secondary and post-secondary connections committee including counselor and representatives of upper grade bands	Principal	May 2, 2016 to May 6, 2016	-Regular meetings of committee	On-Track
-Survey current middle school teachers, students, families, and counselor to determine current state of secondary and postsecondary program	Connections team	May 2, 2016 to Jun 21, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track
-Study secondary and postsecondary practices at 2-3 exemplar schools (1+ schools from Network 4)	Connections team	May 2, 2016 to Jun 21, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track

-Develop and implement vision for secondary and post-secondary connections plan that includes calendar of high school and college visits and learning activities from 5th through 8th grade (high school visits, college visits, high school and college guest speakers, shadow days and applications schedule for 8th grade)	Connections team Principal Assistant Principal	May 2, 2016 to Jun 21, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track
-Develop and implement plan for embedding secondary and postsecondary connection traditions in school culture (i.e. college t-shirt Fridays, banners of teacher universities outside doors)	Connections team Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of committee -Check-ins of secondary and post-secondary plan implementation and calendar	Not started
-Continuously monitor implementation of connections plan and impact on secondary enrollment	Connections team Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of committee	Not started

#### Strategy 4

If we do...

Develop and implement an aligned school-wide system for identifying students in need of academic and behavioral interventions, providing Tier 2 and 3 interventions, and continuously measuring effectiveness of interventions

...then we see...

- All teachers monitoring student performance according to set progress monitoring protocols and maintaining continual awareness of students in need of behavioral and academic interventions
- All teachers working with MTSS team to identify students in need of interventions on an ongoing basis
- All teachers working with MTSS team to create and implement intervention action plans that meet students' specific needs on an ongoing basis
- All teachers collaborating within and across grade levels to ensure consistency and continuity of interventions and documentation
- All teachers progress monitoring, documenting and reflecting on the effectiveness of intervention plans

...which leads to...

- All students currently performing below grade level in reading and/or math achieving academic growth that puts them on pace to reach grade level
- After 2 years, all Brentano students performing above grade level in reading and/or math with the exception of new students to our school
- Behaviorally, a decrease in misconducts and office referrals and a decrease in misconducts and office referrals associated with Tier 2 and 3 intervention students

Tags:

MTSS, Intervention, Tier 2 & 3, Progress monitoring

Area(s) of focus:

4

Action step

Responsible

Timeframe

Evidence for status

Status

-Create an MTSS team, including representatives from different grade bands and departments

Principal

May 2, 2016 to  
May 6, 2016

-Regular meetings of committee

On-Track



-Study current MTSS practices at Brentano as well as engage in professional readings, professional development, and site visits to learn about strong practices elsewhere in academic and behavioral MTSS	MTSS team	May 2, 2016 to Jun 21, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track
-Articulate a vision for MTSS implementation at Brentano (i.e. clear expectations, responsibilities, options, and roles for Tier 1, Tier 2, Tier 3 interventions, progress monitoring, and data collection)	MTSS team Principal Assistant Principal	May 2, 2016 to Jun 21, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track
-Lead school-wide teacher learning at Brentano to develop staff capacity to implement effective interventions systems for all tiers for academics and behavior	MTSS team Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of committee -MTSS PD quarterly and in grade-team meetings -MTSS implementation evident in lesson plans and observed in classrooms	Not started
-Support all teachers in implementing student-specific interventions for students in need of academic and/or behavioral support	MTSS team Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of committee -MTSS PD quarterly and in grade-team meetings -MTSS implementation evident in lesson plans and observed in classrooms	Not started
-Support all teachers in implementing school-wide documentation system for interventions and progress monitoring	MTSS team Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of committee -MTSS PD quarterly and in grade-team meetings -MTSS implementation evident in lesson plans and observed in classrooms	Not started
-Continuously analyze student data through regular MTSS team meetings to identify students in need of support and progress monitor ongoing interventions	MTSS team Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of committee	Not started

## Strategy 5

If we do...

Implement horizontally and vertically aligned systems for grade distributions, weights, and graded assignment frequency, while building teacher capacity to horizontally and vertically align unit and benchmark assessments

...then we see...

Grades  
 -All teachers following pre-determined grading plan including weights, grade entry, grading plan, late work policy  
 -Horizontal alignment in grading plan at all grades  
 -Vertical alignment in grading plan across all grade bands  
 -Teachers' grading systems encouraging

...which leads to...

-Increased student ownership of learning as measured by student portal sign-up and student ability to articulate components of grades and current performance in each class  
 -Improved student learning growth as measured by NWEA and REACH performance task growth scores due to greater student ownership of learning and improved assessment systems

opportunities for retakes and reteaching  
 -Greater than 80% parent and student portal sign-up





Assessments  
 -Teachers at all grade bands implementing horizontally aligned assessment plans in math, science and social studies  
 -Teachers at all grade bands implementing vertically aligned assessment plans in math, science, and social studies  
 -All major assessments in math, science, and social studies aligned to standards and based on tasks of appropriate levels of complexity

-Increased parent involvement due to improved parent visibility to student performance and greater parent understanding of assessment and grading systems

Tags:

Assessment, Grading, Benchmark progress monitoring, Grading policy

Area(s) of focus:

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
-Form an assessment and grading team including representatives of each grade band	Principal	May 2, 2016 to May 6, 2016	-Regular meetings of committee	On-Track
-Survey teachers to compile current grading practices at Brentano for all grades (weights, grade entry, grading plan, late work policy)	Assessment and grading team	May 2, 2016 to Jun 20, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track
-Study grading practices at 2-3 exemplar schools (1+ schools from Network 4)	Assessment and grading team	May 2, 2016 to Jun 20, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track
-Establish expectations for Brentano grading for 2016-7 (grade distribution and weights, grade entry, grading plan for each subject and grade, late work policy)	Assessment and grading team Principal Assistant Principal	May 2, 2016 to Jun 20, 2016	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY	On-Track
-Establish and implement a marketing plan to promote student and parent sign-on for student and parent portal	Assessment and grading team Principal Assistant Principal	Sep 6, 2016 to Jan 2, 2017	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY -Implementation of marketing pain	Not started
-In alignment with curriculum work, compile assessments vertically and horizontally to establish a sense of current state of Brentano unit and quarterly assessments	Assessment and grading team Principal Assistant Principal	Sep 6, 2016 to Jan 2, 2017	-Regular meetings of committee -Presentation of committee to principal and full faculty at MOY 2016-7	Not started

-Work with curriculum team to develop vision for horizontally and vertically aligned unit and/or quarterly assessments and rubrics for math, science, and social studies in all grades	Assessment and grading team Principal Assistant Principal	Jan 2, 2017 to Jun 20, 2017	-Regular meetings of committee -Presentation of committee to principal and full faculty at EOY 2016-7	Not started
-Work with curriculum team to implement development of horizontally and vertically aligned unit and/or quarterly assessments and rubrics for math, science, and social studies in all grades	Assessment and grading team Principal Assistant Principal	Jan 2, 2017 to Jun 20, 2017	-Regular meetings of committee -Presentation of committee to principal and full faculty at MOY 2016-7	Not started
-Continuously monitor implementation of grading expectations through assessment and grading team	Assessment and grading team Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of committee	Not started
-Continuously monitor implementation of aligned assessments through collaboration of assessment and grading team and curriculum team	Assessment and grading team Principal Assistant Principal	Sep 6, 2016 to Jun 20, 2017	-Regular meetings of committee	Not started

#### Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ -Create a Math Curriculum committee and a Content Curriculum Committee (for science and social studies) including representatives from all grade bands, as well as both general education and diverse learner educators Tags: Math, Science, Social studies, Scope and sequence, Inquiry</p>	Principal	May 2, 2016	May 6, 2016	On-Track
<p>✦ -Study current math, science and social studies curriculum at Brentano in terms of standards coverage, assessment coverage, and task complexity as well as engage in professional readings, professional development, and site visits to learn about strong practices elsewhere in math and content curriculum Tags: Math, Science, Social studies, Scope and sequence, Inquiry</p>	Curriculum Teams	May 2, 2016	Jun 21, 2016	On-Track
<p>✦ -Develop a vision for school-wide math, science, and social studies curricula that includes articulation of standards/topics, assessment plans, and plan for complex, inquiry-driven tasks Tags: Math, Science, Social studies, Scope and sequence, Inquiry</p>	Curriculum Teams	May 2, 2016	Jun 21, 2016	On-Track
<p>✦ -Develop a teacher learning plan to build school-wide staff capacity to develop and implement envisioned math, science, and social studies curricula Tags: Math, Science, Social studies, Scope and sequence, Inquiry</p>	Curriculum Teams	May 2, 2016	Jun 21, 2016	On-Track
<p>✦ -Implement teacher learning plan and implement new school-wide math, science, and social studies curricula Tags: Math, Science, Social studies, Scope and sequence, Inquiry</p>	Curriculum Teams Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ -Continuously progress monitor implementation and effectiveness of plan, making adjustments as necessary Tags: Math, Science, Social studies, Scope and sequence, Inquiry</p>	Curriculum Teams Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ -Create a Restorative Justice team, including representatives from different grade bands and departments Tags: Restorative approaches, Restorative justice, Discipline, Social emotional learning, Restorative practices</p>	Principal	May 2, 2016	May 6, 2016	On-Track
<p>✦ -Study current disciplinary and restorative practices at Brentano as well as engage in professional readings, professional development, and site visits to learn about strong practices elsewhere in restorative practices Tags: Restorative approaches, Restorative justice, Discipline, Social emotional learning, Restorative practices</p>	Restorative Justice team	May 2, 2016	Jun 21, 2016	On-Track
<p>✦ -Develop a vision for a school-wide restorative justice program at Brentano, including proactive community building steps and a restorative reactive approach to disciplinary infractions Tags: Restorative approaches, Restorative justice, Discipline, Social emotional learning, Restorative practices</p>	Restorative Justice Team Principal Assistant Principal	May 2, 2016	Jun 21, 2016	On-Track
<p>✦ -Develop a teacher learning plan to build school-wide staff capacity to implement envisioned restorative justice program Tags: Restorative approaches, Restorative justice, Discipline, Social emotional learning, Restorative practices</p>	Restorative Justice Team Principal Assistant Principal	May 2, 2016	Jun 21, 2016	On-Track
<p>✦ -Implement teacher learning plan and school-wide restorative justice program, including proactive community building steps and a restorative reactive approach to disciplinary infractions Tags: Restorative approaches, Restorative justice, Discipline, Social emotional learning, Restorative practices</p>	Restorative Justice Team Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ -Continuously progress monitor implementation of plan and impact of plan on Brentano culture, making adjustments as necessary Tags: Restorative approaches, Restorative justice, Discipline, Social emotional learning, Restorative practices</p>	Restorative Justice Team	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ -Form a secondary and post-secondary connections committee including counselor and representatives of upper grade bands Tags: Post secondary, Transition, Counseling, High school readiness</p>	Principal	May 2, 2016	May 6, 2016	On-Track
<p>✦ -Survey current middle school teachers, students, families, and counselor to determine current state of secondary and postsecondary program Tags: Post secondary, Transition, Counseling, High school readiness</p>	Connections team	May 2, 2016	Jun 21, 2016	On-Track
<p>✦ -Study secondary and postsecondary practices at 2-3 exemplar schools (1+ schools from Network 4) Tags: Post secondary, Transition, Counseling, High school readiness</p>	Connections team	May 2, 2016	Jun 21, 2016	On-Track
<p>✦ -Develop and implement vision for secondary and post-secondary connections plan that includes calendar of high school and college visits and learning activities from 5th through 8th grade (high school visits, college visits, high school and college guest speakers, shadow days and applications schedule for 8th grade) Tags: Post secondary, Transition, Counseling, High school readiness</p>	Connections team Principal Assistant Principal	May 2, 2016	Jun 21, 2016	On-Track
<p>✦ -Develop and implement plan for embedding secondary and postsecondary connection traditions in school culture (i.e. college t-shirt Fridays, banners of teacher universities outside doors) Tags: Post secondary, Transition, Counseling, High school readiness</p>	Connections team Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ -Continuously monitor implementation of connections plan and impact on secondary enrollment Tags: Post secondary, Transition, Counseling, High school readiness</p>	Connections team Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ -Create an MTSS team, including representatives from different grade bands and departments Tags: MTSS, Intervention, Tier 2 &amp; 3, Progress monitoring</p>	Principal	May 2, 2016	May 6, 2016	On-Track
<p>✦ -Study current MTSS practices at Brentano as well as engage in professional readings, professional development, and site visits to learn about strong practices elsewhere in academic and behavioral MTSS Tags: MTSS, Intervention, Tier 2 &amp; 3, Progress monitoring</p>	MTSS team	May 2, 2016	Jun 21, 2016	On-Track
<p>✦ -Articulate a vision for MTSS implementation at Brentano (i.e. clear expectations, responsibilities, options, and roles for Tier 1, Tier 2, Tier 3 interventions, progress monitoring, and data collection) Tags: MTSS, Intervention, Tier 2 &amp; 3, Progress monitoring</p>	MTSS team Principal Assistant Principal	May 2, 2016	Jun 21, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ -Lead school-wide teacher learning at Brentano to develop staff capacity to implement effective interventions systems for all tiers for academics and behavior Tags: MTSS, Intervention, Tier 2 &amp; 3, Progress monitoring</p>	MTSS team Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ -Support all teachers in implementing student-specific interventions for students in need of academic and/or behavioral support Tags: MTSS, Intervention, Tier 2 &amp; 3, Progress monitoring</p>	MTSS team Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ -Support all teachers in implementing school-wide documentation system for interventions and progress monitoring Tags: MTSS, Intervention, Tier 2 &amp; 3, Progress monitoring</p>	MTSS team Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ -Continuously analyze student data through regular MTSS team meetings to identify students in need of support and progress monitor ongoing interventions Tags: MTSS, Intervention, Tier 2 &amp; 3, Progress monitoring</p>	MTSS team Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ -Form an assessment and grading team including representatives of each grade band Tags: Assessment, Grading, Benchmark progress monitoring, Grading policy</p>	Principal	May 2, 2016	May 6, 2016	On-Track
<p>✦ -Survey teachers to compile current grading practices at Brentano for all grades (weights, grade entry, grading plan, late work policy) Tags: Assessment, Grading, Benchmark progress monitoring, Grading policy</p>	Assessment and grading team	May 2, 2016	Jun 20, 2016	On-Track
<p>✦ -Study grading practices at 2-3 exemplar schools (1+ schools from Network 4) Tags: Assessment, Grading, Benchmark progress monitoring, Grading policy</p>	Assessment and grading team	May 2, 2016	Jun 20, 2016	On-Track
<p>✦ -Establish expectations for Brentano grading for 2016-7 (grade distribution and weights, grade entry, grading plan for each subject and grade, late work policy) Tags: Assessment, Grading, Benchmark progress monitoring, Grading policy</p>	Assessment and grading team Principal Assistant Principal	May 2, 2016	Jun 20, 2016	On-Track
<p>✦ -Establish and implement a marketing plan to promote student and parent sign-on for student and parent portal Tags: Assessment, Grading, Benchmark progress monitoring, Grading policy</p>	Assessment and grading team Principal Assistant Principal	Sep 6, 2016	Jan 2, 2017	Not started
<p>✦ -In alignment with curriculum work, compile assessments vertically and horizontally to establish a sense of current state of Brentano unit and quarterly assessments Tags: Assessment, Grading, Benchmark progress monitoring, Grading policy</p>	Assessment and grading team Principal Assistant Principal	Sep 6, 2016	Jan 2, 2017	Not started
<p>✦ -Work with curriculum team to develop vision for horizontally and vertically aligned unit and/or quarterly assessments and rubrics for math, science, and social studies in all grades Tags: Assessment, Grading, Benchmark progress monitoring, Grading policy</p>	Assessment and grading team Principal Assistant Principal	Jan 2, 2017	Jun 20, 2017	Not started
<p>✦ -Work with curriculum team to implement development of horizontally and vertically aligned unit and/or quarterly assessments and rubrics for math, science, and social studies in all grades Tags: Assessment, Grading, Benchmark progress monitoring, Grading policy</p>	Assessment and grading team Principal Assistant Principal	Jan 2, 2017	Jun 20, 2017	Not started
<p>✦ -Continuously monitor implementation of grading expectations through assessment and grading team Tags: Assessment, Grading, Benchmark progress monitoring, Grading policy</p>	Assessment and grading team Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ -Continuously monitor implementation of aligned assessments through collaboration of assessment and grading team and curriculum team Tags: Assessment, Grading, Benchmark progress monitoring, Grading policy</p>	Assessment and grading team Principal Assistant Principal	Sep 6, 2016	Jun 20, 2017	Not started

## 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 the 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 I/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.

Parents will be involved in the review of Brentano's parental involvement plan and in school review and improvement through the first annual PAC meeting, the first annual LSC meeting, and regularly scheduled LSC meetings for the updating of the CIWP. Parents will be informed through the annual State of the School presentation.

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

The school held its annual PAC Organizational Meeting on October 14, 2016 and Title 1 Annual Meeting on September 29, 2016. The school will hold its State of the School meeting in October each year. After September, we will hold separate PAC and LSC meetings once per month on dates selected by parent and community representatives.

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.

The school will share Title 1 program information at the beginning and end of each year through the PAC and letters distributed home to parents. We will also provide information through the annual State of the School meeting and per parent request throughout the year.

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.

The school's Parent Advisory Council meets once per month on a date selected by the PAC and PAC leadership. These meetings are open and have agendas posted in advance in public places throughout the school. The PAC leadership and school leadership also meet frequently with parents based on parent requests.

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.

The school distributes student performance data related to PARCC and NWEA annually.

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 school stays in compliance by distributing required notices to all parents related to teacher qualifications as defined by Title 1 regulations.

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.

Through PAC meetings, parent events such as literacy night and math night, and through parent-teacher conferences, the school regularly supports parents in understanding academic standards and children's performance and needs.

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.

Through the PAC, BAC, and other committees, the school regularly hosts adult education events designed to support parents in working successfully with their children to improve academic achievement. We also encourage parent volunteering and other forms of parent involvement, such as parent monitoring of ClassDojo and Parent Portal.

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.

Brentano offers professional development for staff in parent partnership through weekly grade-team meetings, biweekly flex PD, and quarterly PD. We also promoted parent partnership through observation/feedback with teachers and through the REACH process.

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.

Brentano works with the PAC and BAC to coordinate programs available through No Child Left Behind, such as Head Start, Reading First, and the Parents as Teachers program. We regularly our preschool to current and future parents in our school community.

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.

We present all important information to parents in English and Spanish and use in-person meetings, phone calls, paper notices, and emails to make our communication understandable and broadly accessible.

#### 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

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.)

Brentano's mission is to provide high-quality instruction that challenges, supports, and fascinates all learners. We foster an environment that supports the whole child and we make it a priority to support all members of our community in becoming life-long learners.

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.

Parent-teacher conferences will occur at a minimum once per semester in following with the CPS academic calendar. Conferences for 2016-7 will be 11/9 and 4/19

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

The school will issue progress reports once per quarter and report cards once per quarter. The school will also make grades available to parents in real-time through Parent Portal.

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

Parents are always able to request meetings with staff and all staff is open to parent meetings on an as-requested basis. Additionally, staff is available for parent-teacher conferences once per semester.

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.

Parent volunteering is encouraged regularly and parents have the option of volunteering in classrooms, for scheduled events, on field trips, and at other times.

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

Parents will support learning by monitoring attendance, supporting homework completion, monitoring grades in Parent Portal and assisting students in other ways as necessary.

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 are involved in every major school decision through parent representation on the Local School Council as well as through the PAC and BAC committees.

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).

Student ownership of learning is a critical component of Brentano's program. Students impact academic achievement by maintaining a positive attitude, attending school regularly, coming to class prepared, completing all work, and asking for help when needed.

## 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.

Parent budget and goals TBD depending on 2016-7 budget and priorities established in annual PAC meeting and PAC budgeting sessions in September.

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.	\$ 0	.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.	\$ 689	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC	\$ 500	.00



meetings, trainings and workshops.

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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)	\$	1000	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	278	.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.	\$	0	.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.	\$	0	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	0	.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

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