William H Brown Elementary School (/school-plans/43) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Kenya Sadler	Principal	klsadler@cps.edu	Has access
Karen Clay	Assistant Principal	KJClay@cps.edu	Has access
Danielle Smith-Aike	Preschool teacher	dysmith-aike@cps.edu	Has access
Patrice Morris	Middle School Teacher	plmorris@cps.edu	Has access
Megan Kordas	Counselor	mkordas@cps.edu	Has access
Colleen McGinley	Intermediate Teacher	cmcginley@cps.edu	Has access
Imara Cameron	Primary Teacher	ikrandall@cps.edu	Has access
Allison Griffin	SPED Teacher	aegriffin@cps.edu	Has access
Cheryl Jackson	Para Professional	cyjackson@cps.edu	Has access
Elena Ramos	Math	earamos5@cps.edu	Has access
Michelle Masny	Reading Coach	MMasny@cps.edu	Has access
Latrice Hudson	Parent	lhudson@wbrownschool.org	Has access
Janice Roberts	LSC parent	robertsjm1161@sbcglobal.net	Has access

Team meetings

Date	Participants	Topic
04/06/2016	ILT: Morris, Aiken, Clay, Sadler, Kordas, McGinley, Masny, Boyd, Ramos, Jackson, Hudson, Griffin	Reviewing SEF
03/23/2016	ILT: Morris, Aiken, Clay, Sadler, Kordas, McGinley, Masny, Boyd, Ramos, Jackson, Hudson, Griffin	SEF Review

05/03/2016	ILT: Morris, Aiken, Clay, Sadler, Kordas, McGinley, Masny, Boyd, Ramos, Jackson, Hudson, Griffin	Create Strategies
04/08/2016	Whole Staff	Review SEF and establish priorities
05/12/2016	Local School Council all present except Sadler	Complete SEF parent portion and priorities
05/18/2016	ILT: Morris, Aiken, Clay, Sadler, Kordas, McGinley, Masny, Boyd, Ramos, Jackson, Hudson, Griffin	Complete strategies
05/11/2016	ILT: Morris, Aiken, Clay, Sadler, Kordas, McGinley, Masny, Boyd, Ramos, Jackson, Hudson, Griffin	Complete strategies
05/12/2016	ILT: Morris, Aiken, Clay, Sadler, Kordas, McGinley, Masny, Boyd, Ramos, Jackson, Hudson, Griffin	Review Strategies
05/25/2016	ILT: Clay, Aiken, Morris,	Address the edits recommended by Network. Pulled data from surveys
05/26/2016	Sadler	Made corrections recommended by Network 6
05/27/2016	Sadler	Made corrections recommended by Network 6
02/23/2017	ILT: Sadler, Dobson, Stewart, Rook, Edwards, Aikens	Reviewing goals
03/20/2017	Stem Development Team: Rook, Edwards, Morris, Williams, Hagan	Review CIWP Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1   2   **3**   4

According to a survey administered to staff & LSC the results are as follows:
36% Rated Leadership and Collective Responsibility 4
36% Rated Leadership and Collective Responsibility 3
23% Rated Leadership and Collective Responsibility 2
4% Rated Leadership and Collective Responsibility 1

Summary of narrative results: Recommendations
*We can increase this aim by having a copy of the Brown Mission and Vision in every classroom, and having students and staff write what it means to them.
*Involve all members of the community, from Ms. Grigsby to administrators, to write what the mission and vision means to them and display in the hallways.
*Provide incentives for janitors, security staff, and support staff to strive for success by taking 5-10 minutes out of their day, daily, to practice flash cards, 100 BC words, etc. with a scholar, or simply being a positive presence by reading a "social story" or a cool magazine, for middle school scholars, with students, as encouraged by CHAMPS.
*We need a sense of urgency for all adults in the building to invest every minute they are paid (breaks are needed, of course!) to helping scholars succeed.
Leadership meets with staff weekly to collaborate.
1) Creating and organizing school-wide Community Partnership (Bulls, Blackhawks, Fuel up to Play 60, Common Threads, 2) Meeting Requirements and expectations for students and staff and admin 3) Motivating and exceeding standards through lesson plans and activities 4) Going beyond the assigned duties of what is asked staff and administration

Weaknesses:
We have inconsistent expectations because there are not always rubrics or ways to show what "success" or "fidelity" is for our programming.
Survey parents to ask their opinion
Strengths:
This is reflected by the programs put in place that highlight and push students and staff to succeed. Once such example would be March madness. A program that highlights attendance. Teachers, staff, and students are encouraged to come to school every day to climb to the top of the attendance charts. The program has been clearly related, the expectation has been set, and everyone is looking to succeed.
Teachers and staff are aware of the expectations for our students at Brown Elementary. We are striving together, sharing ideas,and implementing new methods that will help our students succeed.
By the extra program for reading for instance: Guided reading, and the lawyer tutorial program.

REACH Data
Domain 4 Level Observations %
1 Unsatisfactory 0 0.00%
2 Basic 7 30.43%
3 Proficient 14 60.87%
4 Distinguished 2 8.70%
Total Observations 23 100%

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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.

Score

1 2 **3** 4

According to a survey administered to staff & LSC the results are as follows:
36% Rated Leadership and Collective Responsibility 4
36% Rated Leadership and Collective Responsibility 3
18% Rated Leadership and Collective Responsibility 2
9% Rated Leadership and Collective Responsibility 1

Recommendations:
We may want to set goals/actions and be more engaged in following through with the actions already discussed or highlighted before we move on to new initiatives.
We should do home visits to scholars who often come tardy or have too many absences during an ILT.
Visiting the home of students with attendance and/or other needs provides a greater home-school connection, and parents really appreciate knowing that your child's educators care about your child.
We could do an ILT in the library, helping to organize the books, or in a teacher's classroom, helping them make anchor charts or increase rigor level, or leave a letter on the desk of each scholar giving them compliments.
Do anything measurable we can do to help support educators (paraprofessionals and teachers) and let W. Brown scholars know we value their intellect and talents, would increase effectiveness of this ILT.
Strengths:
*The ILT is committed to analyzing data, discussing curricular avenues for improvement, and are generally productive in exchanging ideas. In grade level meetings, we often review evidence, too (work samples, data, assessment data).
The ILT meets regularly, without fail. The team is responsive during meetings and will work together to discuss any/all theories of action, ideas, insights, data, etc.
*Greater focus on solutions will help increase above. Perhaps even breaking down ILT into smaller groups at times and providing each partnership/small group with a measurable goal, like examining student work from different grades and offering a teacher feedback, or making an anchor chart for that teacher.
*ILT meetings were structured and student focused based on their needs.
1) Teachers attend professional development (for subject area and cross-curricular) subjects 2) Implement new practices ad advocate and teach colleagues about best practices when staff return to school
We implement these practices the best we can with the time and resources we are given.
*The ILT team is composed of teacher's from each grade band.
*The ILT was recently tasked with finding a means to help keep all staff onboard during the CPS financial crisis. The team proposed several changes that protected the jobs of all staff, who support the students, school, and community. Without their leadership and problem solving, the loss of staff would directly impact our student body.
*We at Brown Elementary collaborate as an open productive team that can identify challenges, exchange ideas, and propose and implement ideas that are creative for the improvement of the school.
*The training we do on professional development days.

Domain 4a Level Observations %
1 Unsatisfactory 2 6.67%
2 Basic 6 20.00%
3 Proficient 21 70.00%
4 Distinguished 1 3.33%
Total Observations 30 100%

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	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
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

According to a survey administered to staff & LSC the results are as follows:
45% Rated Leadership and Collective Responsibility 4
27% Rated Leadership and Collective Responsibility 3
27% Rated Leadership and Collective Responsibility 2
0% Rated Leadership and Collective Responsibility 1

Strengths:
*We have engaged in text studies and professional development.
*The administration provides a very safe space for teachers to practice new learning and to hone skills.
*We continually move through different curricular topics, creating plans (sight words, phonemic awareness--IRLA Early Lit program, unit planning (guided practice with specific teachers over time). Masny has modeled guided reading in classrooms.
*The administrative team provides support to specific teachers.
*Dr. McTague provides support to our school.
*Teachers continually share resources, new ideas, and teaching strategies with one another. We end up sharing ideas and resources, especially for 100 Book Challenge.
Staff members are very much collaborate and supportive.
1) Teachers attend professional development (for subject area and cross-curricular) subjects 2) Implement new practices ad advocate and teach colleagues about best practices when staff return to school
Teachers have 5 days of common planning at each grade band. Teachers do have the option to collaborate during the non-principal scheduled time.
Our staff members seek professional learning opportunities outside of school, and bring that knowledge back into teacher led professional development opportunities at school. We hold regular grade level meetings, where teacher's can work together at that time.
*We at Brown Elementary receive training from professionals, that provide us the tools and guidance to improve implementation of new practices. That will help us become better learners.
Weakness:
*For other teachers who may be taking care of their children at this time or have other commitments, it's challenging to collaborate when there is only one class per grade, as we are a small school.
*We feel that colleagues should help each other "innovate and improve new practices," as stated above, to share strategies of what works well for them in this area.
*To increase the above, adults can focus on the positive and focus on solutions and problem-solving.
*Grade level meetings are helpful but it's rare that we have time during those meetings to actually collaborate. We don't seem to have a say on what we discuss in these meetings and that it's typically decided upon by administration.

Domain 4 Level Observations %
1 Unsatisfactory 0 0.00%
2 Basic 7 30.43%
3 Proficient 14 60.87%
4 Distinguished 2 8.70%
Total Observations 23 100%

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

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

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**

According to a survey administered to staff & LSC the results are as follows:
54% Rated Leadership and Collective Responsibility 4
46% Rated Leadership and Collective Responsibility 3
0% Rated Leadership and Collective Responsibility 2
0% Rated Leadership and Collective Responsibility 1

Strengths:

*There is a constant influx of new novels and text flowing into the building (Guided reading library, IRLA texts, IRLA phonemic awareness program k - 3, novels, poetry anthologies, sample units, etc.).
*The school has created and facilitated a staffing plan that includes all stakeholders in the process of student learning and/or behavior support.
*All teaching assistants, paraprofessionals, and security team members assist with student behavior management (in addition to the teachers).
*Ms. Kordas has developed structures to assist with behavior management and support (meeting one-on-one, small groups, Class Dojo, Brown Bucks, etc.).
*Ms. Masny supports small groups of students who are in the MTSS process in reading.
*We have assistance from Soul City Church, intervention from the Jordan Foundation, support from Roosevelt University/Dr. Becky McTague, and partnerships with UIC.
*Teachers are providing intervention and support after school.
*We are implementing ThinkCerca and Compass Learning to support the intervention process. Ms. Ramos is using (what is the math program--can't think, insert here).
*Kindergarten teacher has been trained in Orten-Gillingham.
*The 1R and 2R new phonics materials and differentiated books have greatly aided in improving achievement.
*Students that need more help are receiving it thru classes and programs that will benefit them.
*Staff time is dedicated to serve the students needs and staff meetings don't interfere with the students learning time.
*Grade Level meetings 2) Community Partnerships (Bulls, Blackhawks, Common threads, Fuel Up to Play 60) 3) Special Olympics
We at Brown Elementary have the priorities of making the most of the student time and staffing.

Recommendations
*We should end our grade level meetings on time, or two minutes early, to make the most of student time.
* It would also be wonderful to have all security members who are "free" (not on break or assisting with duties) do flashcards or 100 Book Challenge words with scholars.
*Security professionals should be held accountable for raising student achievement.
We should conducted a school-wide multiplication, division, etc. times table contest, I think that really boosted our scholars' NWEA scores, as we earned the highest growth in the network.

Domain 4 Level Observations %
1 Unsatisfactory 0 0.00%
2 Basic 7 30.43%
3 Proficient 14 60.87%
4 Distinguished 2 8.70%
Total Observations 23 100%

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	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
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

According to a survey administered to staff & LSC the results are as follows:
15% Rated Leadership and Collective Responsibility 4
30% Rated Leadership and Collective Responsibility 3
47% Rated Leadership and Collective Responsibility 2
3% Rated Leadership and Collective Responsibility 1

What opportunities for improvement do you notice?

•Facilitate and implement high yield writing integration in all curriculum areas. The writing should become the demonstration of the learning
• Begin an exploration of implementation of becoming an Arts Integrated/A+ School
• Protect Core Instruction Time for all students as much as possible (regarding pull-out time for EC; ESL; Interventions; Etc.). Explore of "push-in" models vs. "pull-out" models whenever possible
• Teachers struggle to develop quality units that integrate all of the elements of Brown's core curriculum.
•Use Daily 5 workshop learning to improve Core Instruction, but Word Work should only last about 5 minutes. The remainder of Reading •Time should be dedicated to Reading. Too much-isolated word work in primary.
•We have great technology, but we need continuous support using it for highly rigorous tasks.
• Science and Social studies are disappearing due to out-dated curriculum.
* The second year of implementation of My Math has been much better for us as teachers.
• We were introduced to Math Talks this year, but not everyone is doing it.
• We say that we use notebooks for strategies in all subjects, but some teachers don't use them consistently. This is hard for the people who do use them.

What is contributing to your success this school year?
• Fidelity with Intervention Group gap diagnosis; instruction to close the gaps; progress monitoring; and adjusting strategies as needed
• Increased use of writing activities; TDQ activities; and highly engaging learning activities in some classrooms
• Provided engaging learning activities for 3th & 4th-grade students who need support
• STEM units are excellent
• Arts integrated units like writing operas with Lyric Opera House and Common Threads are rigorous.
• The school has strong curricular resources and a solid instructional model. We utilize Go Math, Reader's & Writer's Workshop, FOSS Science, and Engineering is Elementary.
• Each grade level has a year-long scope and sequence that maps out what Common Core State Standards
• Teachers have begun developing units of study which align to the scope and sequence.
• The school purchased a leveled reading library to expose all students to a grade-appropriate level of complexity and informational texts.
• Teachers share plans through Google Drive and co plan to ensure that students with disabilities are able to gain core content knowledge and skills.

REACH data
3C Level Observations %
1 Unsatisfactory 1 2.70%
2 Basic 9 24.32%
3 Proficient 23 62.16%
4 Distinguished 4 10.81%
Total Observations 37 100%

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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**

According to a survey administered to staff & LSC the results are as follows:
57% Rated Leadership and Collective Responsibility 4
43% Rated Leadership and Collective Responsibility 3
0% Rated Leadership and Collective Responsibility 2
0% Rated Leadership and Collective Responsibility 1

Brown School utilizes a workshop model for reading and writing.
• The school has a guide for reading and thematic units that are in development.
• The school receives very high ratings for ambitious instruction on the My Voice My School Survey.
• The school has a robust collection of materials to support instruction which includes: Lucy Calkins Reading & Writing Workshop programs, Reading A-Z, Think CERCA, Compass Learning, Go math, Khan Academy, Foss Science, Sepup, Engineering is Elementary, and Computer Science for All.
• The School has 1 to 1 Chromebooks for grades 3-8 and 1 to 1 Ipad for K-2.
• The school has an enormous array of materials but struggles with high fidelity implementation of the resources.

Domain 1 Level Observations %
1 Unsatisfactory 0 0.00%
2 Basic 7 28.00%
3 Proficient 15 60.00%
4 Distinguished 3 12.00%
Total Observations 25 100%

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
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

According to a survey administered to staff & LSC the results are as follows:
10% Rated Leadership and Collective Responsibility 4
32% Rated Leadership and Collective Responsibility 3
56% Rated Leadership and Collective Responsibility 2
2% Rated Leadership and Collective Responsibility 1

NWEA data shows a low percentage of students meeting/exceeding Standards in reading (17%) and math (14%).

What opportunities for improvement do you notice?
Lack of high yield; highly engaging learning opportunities in all classrooms
Teachers create performance tasks that don't always assess the Common Core Standard's level of complexity.
We spent so much time trying to develop go units that we did not have time to really address rigorous task for higher level students.
Brown School utilizes a rigor rubric in conjunction with Blooms Taxonomy in order to maximize rigor but didn't always understand what "creates" really looks like.

What is contributing to your success this school year?

• Lessons present balance representation of literature and informational text instruction throughout the day.
• Teacher and students use terminology aligned to CCSS when referring to informational text and literature as evidenced through explicit charts, student and teacher spoken and written vocabulary.
• Students exposure to informational text and literature is appropriate for grade level as indicated by instruction, explicit charts, lesson plans reading logs and student discourse.
• What and Whys statements demonstrate a deep understanding of the Common Core Standards

Domain 1c Level Observations %
1 Unsatisfactory 1 4.00%
2 Basic 8 32.00%
3 Proficient 13 52.00%
4 Distinguished 3 12.00%
Total Observations 25 100%

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). 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

Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 **2** 3 4

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)

According to a survey administered to staff & LSC the results are as follows:
11% Rated Leadership and Collective Responsibility 4
40% Rated Leadership and Collective Responsibility 3
40% Rated Leadership and Collective Responsibility 2
9% Rated Leadership and Collective Responsibility 1

What opportunities for improvement do you notice?
• NWEA data shows a low percentage of students meeting/exceeding Standards in reading (17%) and math (14%). We have such a low percentage of students meeting/exceeding Standards that college access may be limited if they don't improve.
• College/Career readiness is not authentic across all teachers or staff. Some staff still put students down by telling them that they won't go anywhere in life.

What is contributing to your success this school year?
• School hosts a college week for all students PK-8 to expose them to options for secondary education. The school partners with companies, law firms and educational institutions.
• Students attend a career fair and high school fair to expose students to career paths.
• School has a college club after school program to coordinate college and career resources and service learning opportunities school wide.
• Students routinely set goals and know their data.

Domain 2b Level Observations %
1 Unsatisfactory 1 2.94%
2 Basic 9 26.47%
3 Proficient 20 58.82%
4 Distinguished 4 11.76%
Total Observations 34 100%

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 8th Grade Algebra to all eligible 8th 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	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
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

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

Evidence of quality teaching at Brown School is practiced by the Gradual Release method, grounded in the research of Doug Fisher. Teachers use flexible groupings according various data such as NWEA RIT Bands, 100 Book Challenge (fluency and comprehension real-time data from the American Reading Company), and weekly formative assessments, and summative assessments at the end of cross-curricular units. For example, the 4th grade teacher collaborated with the art teacher on a cross-curricular unit on electricity. Scholars created a room in a house that had working electricity. Reading, writing, and math was integrated throughout the unit, based on the Brown School year-long curriculum maps for Common Core Literacy and Mathematics standards, and Next Generation Science Standards.

Teachers utilize the higher-order thinking questions from Bloom's Taxonomy, focusing on analyzing and synthesizing. This ties into teachers continually using questions that place the cognitive demand on scholars. Administrators monitor lesson plans, unit plans, and informally observe instruction to ensure teachers and paraprofessionals are using the highest level of Bloom's taxonomy in their questions. Evidence is also present on the Brown School Classroom Checklist mandated to all teachers at the beginning of the school year. All teachers are required to have a copy of Bloom's stems visible in their classrooms.

Domain 3 Level Observations %
1 Unsatisfactory 1 2.56%
2 Basic 7 17.95%
3 Proficient 29 74.36%
4 Distinguished 2 5.13%
Total Observations 39 100%

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

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**

Strengths:
• The school has a robust collection of materials to support intervention: Leveled Literacy Intervention, Reading A-Z RAZ Kids, Compass Learning, ALEX math adaptive program, Khan Academy,
• Ms. Masny supports small groups of students who are in the MTSS process in reading.
• We have assistance from Soul City Church, intervention from the Jordan Foundation, support from Roosevelt University/Dr. Becky • • McTague, and partnerships with UIC.
• Teachers are providing intervention and support after school.
• We are implementing ThinkCerca and Compass Learning to support the intervention process. Ms. Ramos is using (what is the math program--can't think, insert here).
• Kindergarten teacher has been trained in Orten-Gillingham.

MTSS Process Steps SY2015-16
Step 1: Teacher identifies a student for MTSS based on universal screening data and multiple sources (NWEA data, Fountas & Pinnell, running records, curriculum-based assessments, formative assessments, grades, Lexile level etc.). The student may be struggling academically or with behavior.

Step 2: Teacher schedules an MTSS meeting with coach on the Brown MTSS calendar. Coach confirms meeting date and time.

Step 3: A meeting is held with MTSS coach and classroom teacher to:
• Review assessments, data collected, and/or student work samples
• Discuss the student's academic and/or behavioral needs
• Discuss the MTSS procedures/process with teacher
• Put student on the MTSS student tracker
• Create an intervention plan based upon student need(s)
• Complete MTSS contract, and
• Set up a meeting six weeks from original meeting day to review progress and results (of intervention).

Step 4: After the six week period of intervention provided by the teacher, the MTSS coach and teacher meet to review all MTSS documents, the intervention plan, collected work samples, and any data that was collected as it relates to the student. Together, the MTSS coach and teacher decide the plan of action/next steps for the student at this check point.

Step 5:
Student will move to the next tier where steps 3 and 4 will be completed again for that tier.
OR Step 5:
Student will continue in the current tier and the intervention plan will continue for another six weeks. Then, steps 4 and 5 are repeated.

REACH data
3C Level Observations %
1 Unsatisfactory 1 2.70%
2 Basic 9 24.32%
3 Proficient 23 62.16%
4 Distinguished 4 10.81%
Total Observations 37 100%

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

Brown School utilizes a grading protocol to delineate the criteria for symbols, numerical and written feedback given to students. Brown has procedures in place to ensure that all students are given consistent feedback.Teachers submit assessments to administration on the weekly basis to receive feedback about student progress. Teachers write written reflection about assessment results as a way of better understanding the data.
Domain 3E
Level Observations %
1 Unsatisfactory 3 8.33%
2 Basic 8 22.22%
3 Proficient 23 63.89%
4 Distinguished 2 5.56%
Total Observations 36 100%

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	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	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

Our school demonstrates a culture for learning by holding students to the standards of PBIS. Students are encouraged to display positive learning behaviors in all environments of the school. This is shown in matrices across the school to show expectations for all areas. Classrooms use ClassDojo as an additional behavioral monitoring and classroom management tool. This allows students to track and view their own behaviors, as well as families to have access to student progress. Our staff participates in weekly Grade Level Meetings. These meetings allow staff to discuss short and long term goals, events, and problem solve together. We analyze data to help drive our instruction for the long and short term goals that we are constantly collaborating on. Our school attendance is a targeted behavior for our school, and has increased through the work of our two attendance leaders. Students gain access to special incentives such as field trips, shout outs during morning announcements, a weekly trophy, and Friday Fun Day. Staff has been trained on the Mindsets strategies on how to assist their fellow colleagues as well as their students on changing from a fixed mindset to a growth mindset. Teachers are sponsoring after school programming at a volunteer status, participating in after school professional development opportunities, attending field trips with students on Saturdays for enrichment opportunities, working on writing assessments for students, teachers have written a multitude of grants through Donors Choose, Chicago Bears, Chicago Foundation for Education, and more.

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	2b. Establishing a Culture for Learning
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

Staff and students took part in a retreat at the beginning of the year at the Iron Oaks Training Facility. The staff team building exercises focused on team building and communication. The students focused on building relationships and trust.
The school hosts basek

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	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
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 have a very powerful voice at Brown. The readily speak out about injustices. They are vocal about any defacing of school grounds. They are huge advocates for the school. Students particpate in service learning opportunies. We are participating in WE Day, the ASAS service day and are conducting a hand sanitizer drive for the families of Flint MI. Last year we participated in the Student day of action in Springfield, IL. We also attended the Male Summitt.

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	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 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**

> The school is a very orderly environment as evidenced by the traffic in the hallways. There are little to no fights that occur in or on school grounds. Students frequently utilize adults to mediate problems. Discipline referal data shows the 95% of all referrals for category 1 offenses.
>
> Domain 2d Level Observations %
> 1 Unsatisfactory 2 6.67%
> 2 Basic 6 20.00%
> 3 Proficient 21 70.00%
> 4 Distinguished 1 3.33%
> Total Observations 30 100%

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. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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.

> Brown School is working to provide a restorative approach to discipline. Our dean is trained in restorative practices and is able to lead peace circles. We have a restorative practice coach that comes to the school weekly to support students and teachers. The principal and counselor have been trained in restorative practices. We implement CHAMPS and PBIS in the classroom.
>
> Domain 2a Level Observations %
> 1 Unsatisfactory 0 0.00%
> 2 Basic 2 5.13%
> 3 Proficient 29 74.36%
> 4 Distinguished 8 20.51%
> Total Observations 39 100%

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	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
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

1 **2** 3 4

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.

> W.H. Brown School administrators and teachers communicate frequently with the families we service through various media.
> Parents are frequently invited into the school to be a part of events.
> Events include:
> Quarterly Assemblies
> Annual open house
> Monthly Vision for families events
> Report card pick up/ parent conferences
> Progress reports (every five weeks)
> School Newsletters
> Classroom Newsletters
> Social media
> Facebook
> Twitter
>
> Domain 2 c Level Observations %
> 1 Unsatisfactory 0 0.00%
> 2 Basic 6 15.38%
> 3 Proficient 27 69.23%
> 4 Distinguished 6 15.38%
> Total Observations 39 100%

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.

- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - ○ **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - ○ **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - ○ **Provide proactive communication (e.g. parent handbook and resources).**
  - ○ **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
1	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 **5** ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1 **2** 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Parent Partnership	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: Instructional Leadership Team	1 2 3 4 5 **⊘**

3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 **3** 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	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: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**

Goals

Required metrics (Elementary)

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
The goal of 50% was set based both on historical data as well as anticipated performance. Reading growth dropped to an all-time low for the school last year. This low is not indicative of the school's current capacity. Last year we were without a teacher for half of our testing population for a majority of the school year. We have consistent teachers in place and should see our results reflect a full year of instruction.	80.00	17.00	50.00	70.00
National School Growth Percentile - Math				
This was the first year of implementation of our math program. The teachers have had a full year of implementation and are better able to pace lessons to meet the demands of Common Core.	45.00	21.00	40.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms				
The goal was selected based on historical data. At full capacity, our school was performing at 59.5% meeting/exceeding national norms. Our school took a dip in the 15-16 school year. We took an average of the two scores which allowed us to determine the new target of 40%.	59.50	*(Blank)*	50.00	60.00
African-American Growth Percentile - Reading				
The goal of 40% was set based both on historical data as well as anticipated performance. Reading growth dropped last year. This low is not indicative of the school's current capacity. Last year we were without a teacher for half of our testing population for a majority of the school year. We have consistent teachers in place and should see our results reflect a full year of instruction.	78.00	14.00	40.00	70.00
Hispanic Growth Percentile - Reading				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
English Learner Growth Percentile - Reading				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner Growth Percentile - Reading				

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
This goal is based on historical growth amongst the low incidence population.	(Blank)	50.00	70.00	90.00

African-American Growth Percentile - Math

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
This was the first year of implementation of our math program. The teachers have had a full year of implementation and are better able to pace lessons to meet the demands of Common Core.	44.00	20.00	40.00	50.00

Hispanic Growth Percentile - Math

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
N/A	(Blank)	(Blank)	0.00	0.00

English Learner Growth Percentile - Math

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
N/A	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
This was the first year of implementation of our math program. The teachers have had a full year of implementation and are better able to pace lessons to meet the demands of Common Core.	(Blank)	36.00	40.00	50.00

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

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
We have based this goal on the historical data of the school. We increased this goal 30% because we anticipate this percentage of students being able to attain National Norms.	19.00	14.00	40.00	70.00

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

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
We have based this goal on the historical data of the school. We increased this goal 25% because we anticipate this percentage of students being able to attain National Norms.	20.00	11.00	40.00	70.00

National School Attainment Percentile - Reading (Grade 2)

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
We have based this goal on the historical data of the school. We increased this goal 55% because we anticipate this percentage of students being able to attain National Norms.	5.00	49.00	55.00	70.00

National School Attainment Percentile - Math (Grade 2)

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
We have based this goal on the historical data of the school. We increased this goal 40% because we anticipate this percentage of students being able to attain National Norms.	24.00	29.00	40.00	70.00

% of Students Making Sufficient Annual Progress on ACCESS

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
N/A	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Our attendance is currently at 95.5. We anticipate that it will remain above the 95% until the end of the year.	92.80	93.20	95.00	96.00

My Voice, My School 5 Essentials Survey

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
The school has addressed the low scores on last year's survey related to teacher collaboration and safety. We anticipate that the results will show an increase in teachers' and students' perceptions about each other as well as the school.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Align reading curricular resources into 5-week units that incorporate leveled text, a tiered instructional approach, a balance of literature and informational text; fully delineate an instructional path that leads to Standards mastery; clear anchor charts, rigorous tasks, and frequent progress monitoring	Teachers teaching with coherence, students demonstrating high levels of proficiencies in CCSS, fewer learning gaps in students, strong instructional coherence across the school, better understanding of student learning outcomes	By the end of the 2016-17 school year, we will sustain high yield Reading Common Core Curriculum in all grade levels and 40% or higher of students will meet their growth targets on the NWEA assessments (Reading and Math Average). Diverse learners will increase growth to 50%ile or higher on NWEA Reading and Math. Teach proficiency ratings on REACH will increase by 10%.

Tags:
Literacy/Reading, Curriculum Design, Academic gain, Professional development

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Assemble a team to develop a work plan for the creation of K-8 Units of Study in order to ensure rigor and quality of unit plans. This will be reviewed quarterly.	Principal	Jun 21, 2016 to Jul 8, 2016	Unit Development Work Plan	On-Track

Collaboration

Develop and train PLC for unit implementation.	Tasha Williams?	Sep 7, 2016 to Oct 7, 2016	Professional development agenda	On-Track

Professional development

Create and implement instructional expectations for each subject area and align expectations to lesson plans classroom monitoring visits	Clay	Sep 1, 2016 to Jun 9, 2017	Weekly lesson plan review	On-Track

Curriculum mapping

Provide professional development and ongoing feedback on critical components of reading block including: Interactive Read alouds, Math Talks, Math MIU's, Workshop model, etc.	Dobson	Aug 31, 2016 to Jun 9, 2017	Professional Development Plan	On-Track

Professional development

Strategy 2

If we do...	...then we see...	...which leads to...
Collaborate observing each other using a workshop model and continue to refine the implementation of small group instruction and differentiated practice in core subject areas where (direct) instructional minutes are based upon age- appropriate brain research, authentic higher order thinking, discussion of rigorous concepts,	Teachers trusting each other while using assessment data to plan. Teachers modeling and explicitly working with students in small groups with materials strategically selected to scaffold student growth with an emphasis on perseverance; students working independently or in small groups on targeted, leveled material; teacher's differentiating instruction to meet the	70% of classroom teachers engaged in implementation of small group instruction with an observable change in practice (according to rubric), which will lead to an increase of 20% more students meeting growth targets in reading, math, and core subjects; scholars meeting or exceeding mastery of rigorous content standards by 40%; achievement gaps

student-
lead tasks and problem-based activities

needs of all children which includes the gradual release of responsibility, student choice, conferring, and providing authentic feedback to scholars and scholars utilizing perseverance to engage in rigorous task-based activities.

between our African-American priority group and peers nationwide closing; greater continuity across grade levels, and an increase in scholars; facility with Common Core State Standards. Teacher proficiency ratings on REACH Domain 3 will increase by 10%. Teacher trust and rating will increase by 20% on the My Voice, My School survey.

Tags:
Instructional practices, Professional development, Collaborative teachers

Area(s) of focus:
1, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Build a Professional Development plan for implementation of >workshop models, >differentiating instruction embedding Gradual Release Create small, intentional groups after analyzing student work and assessment data. Implement snapshot monitoring tool as well as monthly progress monitoring. Create an observation cycle and protocol. Teachers will observe colleagues monthly and discuss practices in grade level meetings Utilize grade level meetings to continue discuss learning.	Instructional Leadership Team, Teachers	Jun 1, 2017 to Jul 1, 2017	>completed plan >PD modules >Snapshot monitoring tool completed monthly and pre & post >Grade Level meeting schedule >Assessment data tracking forms >Grade Level meeting Evaluation	On-Track

Professional Learning, Gradual release of responsibility, Workshop model, Grade level meeting

Facilitate and implement high yield instruction including writing integration in all curriculum areasImplement, Daily 5; Fluency Checks; TPT's aimed at increasing rigor. The instruction should become the demonstration of the learning through Create a School-wide Interactive Notebook template with grading rubrics. Implement Interactive Notebooks in all subjects.Writing samples will be collected and reviewed monthly. Teachers will evaluate writing instruction during grade level meeting	Teacher leaders Teachers	Jul 11, 2016 to Aug 31, 2017	Student portfolios Writing samples Writing instruction evaluation rubric	Not started

Instruction, Writing, Formative assessment

Provide Core Phonics Assessments for all students who come to their new grade behind grade level and formulate Intervention Groups & schedule of Interventions review every 10 weeks	Reading Specialist & Teachers	Sep 5, 2016 to Jun 16, 2017	List of groups and students	Behind

Intervention, Phonics

Implement 1 arts integrated unit & 1 engineering unit quarter . Participate in invention convention at all grade levels. Each grade band will deliver a performance.	Teachers	select	Unit Plans Invention Convention participation School performances	On-Track

Steam (science technology engineering arts and mathematics), Arts integration

Strategy 3

If we do...	...then we see...	...which leads to...
Using a tiered systematic preventative approach (PBIS, Second Step, Calmer Classrooms, Talking Circles, and all-staff professional development), along with Restorative discipline strategies, such as a Behavior Health Team, Check In Check Out, Peace Circles, and Behavior Support Plans....	a decreased number of referrals from the classroom, less Code of Conduct infractions, a decrease in suspensions, and a more positive school culture and climate	Discipline referrals will decrease by 20%. More time spent on task in the classroom, higher rates of student attendance and school satisfaction as measured by the My Voice, My School survey will increase by 20%. Teacher proficiency ratings will increase by 10% in Domain 2.

Tags:
Pbis, Professional development, Second step, Cbit, Peace circles, Community resources, Behavior support plan

Area(s) of focus:
5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide 20 hours of professional Development in the areas of: Second Step, Calmer Classrooms, Restorative practices, Check In Check Out and develop a behavior health team	Administration for scheduling, All Staff for attendance	select	Professional Development calendar and sign in sheets	Not started

Professional development

Monitor System of Behavior Contingency Map Procedures -to ensure implementation and accountability -to identify Tier 2 and Tier 3 students who are in need of more support	Administration, Behavior Health Team	Sep 6, 2016 to Jun 23, 2017	Student Logger	On-Track

Tier 2 & 3, Behavior contingency map, Student logger

Create a master schedule that includes Social Emotional Learning (Second Step in Pre-Kindergarten through 5th grade, Advisory in Middle School)	Administration	Jun 23, 2016 to Aug 26, 2016	Master Schedule	Completed

Schedule, Second step, Advisory, Social emotional learning

Provide 6 hours Professional Development for Advisory and quarterly monitoring of implementation	Administration, 6th-8th Teachers	Jul 1, 2016 to Aug 26, 2016	Sign in at Professional Development Advisory observation plan	Completed

Professional development, Advisory

| Provide 6 hours of Professional Development: Restorative Practices for core implementers and 2 hours for teachers | Administration, all staff | Jul 1, 2016 to Aug 26, 2016 | Sign in at Professional Development | Completed |

Professional development, Restorative practices

| Provide 6 Professional Development: Trauma Training | Administration, all staff | Aug 24, 2016 to Aug 25, 2016 | Sign in at Professional Development | Completed |

Professional development, Trauma

| Provide 6 Professional Development: OSEL Alternatives to Suspensions | Administration, Disciplinarian | Jul 1, 2016 to Aug 26, 2016 | Sign in at Professional Development | Completed |

Professional development, Alternatives to suspension

Strategy 4

If we do...	...then we see...	...which leads to...
Use a workshop model and continue to refine the implementation of small group instruction and differentiated practice in core subject areas where (direct) instructional minutes are based upon age-appropriate brain research, authentic higher order thinking, discussion of rigorous concepts, student-lead tasks and problem-based activities	Teachers using assessment data to plan. Teachers modeling and explicitly working with students in small groups with materials strategically selected to scaffold student growth with an emphasis on perseverance; students working independently or in small groups on targeted, leveled material; teachers differentiating instruction to meet the needs of all children which includes the gradual release of responsibility, student choice, conferring, and providing authentic feedback to scholars and scholars utilizing perseverance to engage in rigorous task-based activities.	Describe expected goal...

Tags:
Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Build a Professional Development plan for implementation of workshop model.	ILT	May 12, 2016 to Aug 25, 2016	Sign In	Not started

Professional development

| Create a portfolio of rigorous task and problem based activities. | Ramos McGinley | May 12, 2016 to Aug 25, 2016 | Google Drive Folder with Leveled Tasks for all grade levels. | On-Track |

Rigorous tasks

| Implement "Talks" in math, science, and ELA classrooms where students engage in rigorous discussion around content standards. | Classroom Teachers | Sep 6, 2016 to Jun 20, 2017 | Rubrics of Talks for Math, Science, & ELA | Not started |

Rigour, Classroom discussions, Talks, Discussion

Action	Owner	Timeline	Evidence	Status
Establish a PLC to evaluate and monitor the workshop models and "talks" effectiveness in increasing student content knowledge.	Sadler Clay	May 12, 2016 to Jun 20, 2016	Organization chart of selected representatives from each grade band and special education.	On-Track

Plc, Workshop model, Talks

Provide 15 ours of out of Classroom Professional Development around PLC	Sadler Clay	Jun 20, 2016 to Dec 31, 2016	Registration	Completed

Professional development

Create a School-wide Interactive Notebook template with grading rubrics. Implement Interactive Notebooks in all subjects.	Ramos	May 12, 2016 to Sep 6, 2016	Google Doc Folder	Completed

Rubrics, Interactive notebooks

Implement Daily 5; Writing; Fluency Checks; TPT's & increased rigor in site word practice	Teacher Leaders	Jun 9, 2017 to Jun 9, 2017	Implementation rubric	Completed

Instructional practices

High fidelity implementation of 100 Book Challenge to Step 6	Clay	Aug 30, 2016 to Jun 9, 2017	Observations with 100 BC implementation rubric	On-Track

Instructional practices, Literacy, Instructional materials

Intervention Groups in all grade levels in order to provide tier 1 support to students based on their individual data.	Classroom Teachers	Sep 5, 2016 to Jun 20, 2018	Flexible grouping plans	On-Track

Intervention

Protect Core Instruction Time for all students as much as possible (regarding pull-out time for diverse learners; Interventions; Etc.). Explore of "push-in" models vs. "pull-out" models whenever possible	Kordas	Jul 1, 2016 to Jun 21, 2018	End of year survey	On-Track

Core Instruction

Implement Math Talks school-wide. Teachers will record and review math talk with colleagues quarterly	Math PLC	Sep 5, 2016 to Jun 20, 2018	Teacher recording	On-Track

Math talks

Strategy 5

If we do...	...then we see...	...which leads to...

If we include parents to develop a culture based on high expectations for student learning which includes no opt out coding calling sticks, do now student planners for executive functioning, exit tickets using building engagement through questioning, writing and discussing building character and trust through positive framing and make accountability clear for students.

An environment where teachers and parents model positive discourse, consistent expectations for learning, no option for students to opt out of learning and students engaged through questioning, writing, and discussion. You will also see students who are organized for instruction through use of planners and notebooks.

This will lead to 50% more completed tasks in class. 75% increase in homework completion. A 20% increase in student trust of teachers based on the 5 essentials survey. Observable use of positive framing as indicated by a rubric. Teacher proficiency ratings on REACH Domain 2a will increase by 10%. Increase in parent and school relationship.

Tags:
Culture of learning

Area(s) of focus:
4, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
train teachers on building engagement through questioning, writing and discussion (Use Teach Like a Champion)	Sadler/Clay	Jun 21, 2016 to Sep 2, 2016	Data from coaching conversations	On-Track

Professional development, Plc, Book study

Building character and trust using positive framing for teachers, staff and parents	Teachers	Aug 25, 2016 to Sep 2, 2016	Data from coaching conversations	On-Track

Communication

Staff will create a definition, a philosophy of excellence, and a monitoring device for accountability around setting high expectations for our students in all classrooms	Administration Teachers	Aug 31, 2016 to Sep 2, 2016	Posted documents	On-Track

Effective instruction

Teachers will meet to articulate the essential artifacts which will be tracked and contained in an electronic student progress portfolio. Teachers will meet with parents to communicate about artifacts every 5 weeks	Administration Teachers	Aug 31, 2016 to Sep 2, 2016	List of documents, assessment data, and artifacts	On-Track

Assessment, Student to parent conferences

Students create an electronic learning portfolio, set growth targets, monitor their own growth, and will choose work samples to incorporate into the portfolio, with reflection. Teachers and school administration can make comments on the work. Meet with students who fall off track. Develop a plan to get them back on track. Complete this plan every 5 weeks. Parents will be apart of planning.	Teachers Students	Sep 7, 2016 to Jun 15, 2018	Electronic portfolios	Postponed

Student portfolio

| Provide 8 parent training sessions to review student learning expectations, Standards and restorative practices. | Clay | Sep 12, 2016 to Jun 16, 2017 | Parent workshop evaluations | On-Track |

Professional development, Parent engagement

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Assemble a team to develop a work plan for the creation of K-8 Units of Study in order to ensure rigor and quality of unit plans. This will be reviewed quarterly. Tags: Literacy/Reading, Curriculum Design, Academic gain, Professional development, Collaboration	Principal	Jun 21, 2016	Jul 8, 2016	On-Track
✚ Develop and train PLC for unit implementation. Tags: Literacy/Reading, Curriculum Design, Academic gain, Professional development, Professional development	Tasha Williams?	Sep 7, 2016	Oct 7, 2016	On-Track
✚ Create and implement instructional expectations for each subject area and align expectations to lesson plans classroom monitoring visits Tags: Literacy/Reading, Curriculum Design, Academic gain, Professional development, Curriculum mapping	Clay	Sep 1, 2016	Jun 9, 2017	On-Track
✚ Provide professional development and ongoing feedback on critical components of reading block including: Interactive Read alouds, Math Talks, Math MIU's, Workshop model, etc. Tags: Literacy/Reading, Curriculum Design, Academic gain, Professional development, Professional development	Dobson	Aug 31, 2016	Jun 9, 2017	On-Track
✚ Build a Professional Development plan for implementation of >workshop models, >differentiating instruction embedding Gradual Release Create small, intentional groups after analyzing student work and assessment data. Implement snapshot monitoring tool as well as monthly progress monitoring. Create an observation cycle and protocol. Teachers will observe colleagues monthly and discuss practices in grade level meetings Utilize grade level meetings to continue discuss learning. Tags: Instructional practices, Professional development, Collaborative teachers, Professional Learning, Gradual release of responsibility, Workshop model, Grade level meeting	Instructional Leadership Team, Teachers	Jun 1, 2017	Jul 1, 2017	On-Track
✚ Facilitate and implement high yield instruction including writing integration in all curriculum areasImplement, Daily 5; Fluency Checks; TPT's aimed at increasing rigor. The instruction should become the demonstration of the learning through Create a School-wide Interactive Notebook template with grading rubrics. Implement Interactive Notebooks in all subjects.Writing samples will be collected and reviewed monthly. Teachers will evaluate writing instruction during grade level meeting Tags: Instructional practices, Professional development, Collaborative teachers, Instruction, Writing, Formative assessment	Teacher leaders Teachers	Jul 11, 2016	Aug 31, 2017	Not started
✚ Provide Core Phonics Assessments for all students who come to their new grade behind grade level and formulate Intervention Groups & schedule of Interventions review every 10 weeks Tags: Instructional practices, Professional development, Collaborative teachers, Intervention, Phonics	Reading Specialist & Teachers	Sep 5, 2016	Jun 16, 2017	Behind
✚ Implement 1 arts integrated unit & 1 engineering unit quarter . Participate in invention convention at all grade levels. Each grade band will deliver a performance. Tags: Instructional practices, Professional development, Collaborative teachers, Steam (science technology engineering arts and mathematics), Arts integration	Teachers			On-Track
✚ Provide 20 hours of professional Development in the areas of: Second Step, Calmer Classrooms, Restorative practices, Check In Check Out and develop a behavior health team Tags: Pbis, Professional development, Second step, Cbit, Peace circles, Community resources, Behavior support plan, Professional development	Administration for scheduling, All Staff for attendance			Not started

District priority and action step	Responsible	Start	End	Status
✚ Monitor System of Behavior Contingency Map Procedures -to ensure implementation and accountability -to identify Tier 2 and Tier 3 students who are in need of more support Tags: Pbis, Professional development, Second step, Cbit, Peace circles, Community resources, Behavior support plan, Tier 2 & 3, Behavior contingency map, Student logger	Administration, Behavior Health Team	Sep 6, 2016	Jun 23, 2017	On-Track
✚ Create a master schedule that includes Social Emotional Learning (Second Step in Pre-Kindergarten through 5th grade, Advisory in Middle School) Tags: Pbis, Professional development, Second step, Cbit, Peace circles, Community resources, Behavior support plan, Schedule, Second step, Advisory, Social emotional learning	Administration	Jun 23, 2016	Aug 26, 2016	Completed
✚ Provide 6 hours Professional Development for Advisory and quarterly monitoring of implementation Tags: Pbis, Professional development, Second step, Cbit, Peace circles, Community resources, Behavior support plan, Professional development, Advisory	Administration, 6th-8th Teachers	Jul 1, 2016	Aug 26, 2016	Completed
✚ Provide 6 hours of Professional Development: Restorative Practices for core implementers and 2 hours for teachers Tags: Pbis, Professional development, Second step, Cbit, Peace circles, Community resources, Behavior support plan, Professional development, Restorative practices	Administration, all staff	Jul 1, 2016	Aug 26, 2016	Completed
✚ Provide 6 Professional Development: Trauma Training Tags: Pbis, Professional development, Second step, Cbit, Peace circles, Community resources, Behavior support plan, Professional development, Trauma	Administration, all staff	Aug 24, 2016	Aug 25, 2016	Completed
✚ Provide 6 Professional Development: OSEL Alternatives to Suspensions Tags: Pbis, Professional development, Second step, Cbit, Peace circles, Community resources, Behavior support plan, Professional development, Alternatives to suspension	Administration, Disciplinarian	Jul 1, 2016	Aug 26, 2016	Completed
✚ Build a Professional Development plan for implementation of workshop model. Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Professional development	ILT	May 12, 2016	Aug 25, 2016	Not started
✚ Create a portfolio of rigorous task and problem based activities. Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Rigorous tasks	Ramos McGinley	May 12, 2016	Aug 25, 2016	On-Track
✚ Implement "Talks" in math, science, and ELA classrooms where students engage in rigorous discussion around content standards. Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Rigour, Classroom discussions, Talks, Discussion	Classroom Teachers	Sep 6, 2016	Jun 20, 2017	Not started
✚ Establish a PLC to evaluate and monitor the workshop models and "talks" effectiveness in increasing student content knowledge. Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Plc, Workshop model, Talks	Sadler Clay	May 12, 2016	Jun 20, 2016	On-Track
✚ Provide 15 ours of out of Classroom Professional Development around PLC Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Professional development	Sadler Clay	Jun 20, 2016	Dec 31, 2016	Completed
✚ Create a School-wide Interactive Notebook template with grading rubrics. Implement Interactive Notebooks in all subjects. Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Rubrics, Interactive notebooks	Ramos	May 12, 2016	Sep 6, 2016	Completed
✚ Implement Daily 5; Writing; Fluency Checks; TPT's & increased rigor in site word practice Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Instructional practices	Teacher Leaders	Jun 9, 2017	Jun 9, 2017	Completed
✚ High fidelity implementation of 100 Book Challenge to Step 6 Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Instructional practices, Literacy, Instructional materials	Clay	Aug 30, 2016	Jun 9, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Intervention Groups in all grade levels in order to provide tier 1 support to students based on their individual data. Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Intervention	Classroom Teachers	Sep 5, 2016	Jun 20, 2018	On-Track
✚ Protect Core Instruction Time for all students as much as possible (regarding pull-out time for diverse learners; Interventions; Etc.). Explore of "push-in" models vs. "pull-out" models whenever possible Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Core Instruction	Kordas	Jul 1, 2016	Jun 21, 2018	On-Track
✚ Implement Math Talks school-wide. Teachers will record and review math talk with colleagues quarterly Tags: Professional development, Rigorous tasks, Plc, Workshop model, Perserverance, Brain research, Interactive notebooks, Math talks	Math PLC	Sep 5, 2016	Jun 20, 2018	On-Track
✚ train teachers on building engagement through questioning , writing and discussion (Use Teach Like a Champion) Tags: Culture of learning, Professional development, Plc, Book study	Sadler/Clay	Jun 21, 2016	Sep 2, 2016	On-Track
✚ Building character and trust using positive framing for teachers, staff and parents Tags: Culture of learning, Communication	Teachers	Aug 25, 2016	Sep 2, 2016	On-Track
✚ Staff will create a definition, a philosophy of excellence, and a monitoring device for accountability around setting high expectations for our students in all classrooms Tags: Culture of learning, Effective instruction	Administration Teachers	Aug 31, 2016	Sep 2, 2016	On-Track
✚ Teachers will meet to articulate the essential artifacts which will be tracked and contained in an electronic student progress portfolio. Teachers will meet with parents to communicate about artifacts every 5 weeks Tags: Culture of learning, Assessment, Student to parent conferences	Administration Teachers	Aug 31, 2016	Sep 2, 2016	On-Track
✚ Students create an electronic learning portfolio, set growth targets, monitor their own growth, and will choose work samples to incorporate into the portfolio, with reflection. Teachers and school administration can make comments on the work. Meet with students who fall off track. Develop a plan to get them back on track. Complete this plan every 5 weeks. Parents will be apart of planning. Tags: Culture of learning, Student portfolio	Teachers Students	Sep 7, 2016	Jun 15, 2018	Postponed
✚ Provide 8 parent training sessions to review student learning expectations, Standards and restorative practices. Tags: Culture of learning, Professional development, Parent engagement	Clay	Sep 12, 2016	Jun 16, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

⊙ NCLB Schoolwide Program

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

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

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

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> Parents will be given the opportunities to voice their suggestions during LSC and PAC meetings and through meetings with teachers and school administrators. Parents will also have access to the annual My Voice, My School survey. The School's Leadership team will then meet on a weekly basis and discuss, as part of their agenda, suggestions offered by parents.

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 will host an open house during the first Parent-Teacher Conference (Report Card Pick Up) Day to inform parents of our participation in NCLB, Title I programs and their corresponding rights. The school will host PAC meetings for each month as facilitated by various members of the ILT offered at difference times of the day, week and year to accommodate schedules of potential participants. Parents will receive information from the literacy coach, assistant principal, and principal on how to monitor their child's academic progress during LSC meetings, Open House, and other scheduled (day& evening) meetings.

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.

> During Open House, Report Card pick-up, and during other parent conferences, parents will be given their child's tests' results along with a verbal explanation of the results. The School has also used Robo-calling and Social Media to expedite information to parents.

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.

> This information will be passed on to the parents by written notification from the school and/or the state.

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.

> During Open House, Report Card pick-up, and during other parent conferences, parents will be given their child's tests' results along with an oral explanation of the results.

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.

> Notification will be sent home with students and mailed home to parents. The School will begin to use an email list serve to disseminate information to parents.

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.

> Teachers will review student data BOY, MOY and EOY. Students will complete a goal sheet based on their data and monitor their goals through targets and stars skills posted on their desk. These goals will be presented to parents in the same manner both by students and by the teacher.

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.

> Parents have a resource room where they are offered monthly classes. They have access to computers in this space. We are in the process of establishing a library checkout system for books.

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.

> This will be accomplished through book study groups held during staff meetings.

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.

> The school has a partnership with the James R. Jordan Foundation. The School offers a Vision for Families program to address many of the programs above and to encourage the support of parents in participating in the education of their children.

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.

> The school sends out all communication in 2 languages (English and Spanish). We utilize the language surveys to identify languages spoke in our students' homes.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

> n/a

Parent Compact   Complete

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

> Our mission is to provide an ongoing process of educational improvement for all learners by involving the staff, parents and community members as collaborative partners. We will accomplish this through meaningful professional development, relevant teaching and learning experiences in literacy, mathematics, science, and other academic areas. The vision for the school is to motivate all students to be highly literate, mathematically competent, and scientifically accomplished. Our students will reach their full potential intellectually, socially, and ethically in and inclusive environment so that they can be successful contributors in a highly technical, culturally diverse, and global society.

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.

September 15, 2016
Annual and Organizational Meeting for P.A.C.
October 12, 2016
Supporting Children's Academic Growth
Introduction to Common Core Instruction/S.T.E.A.M.
October 13, 2016
Spanish Supporting Children's Academic Growth
Introduction to Common Core Instruction/S.T.E.A.M.
October 28, 2016 12:30-1:30
Supporting Children's Emotional Growth *
The Impact of Exposure to Trauma on Students and the Community
November 15,2016
Lifestyle & Fun *
Exploring your City
Scavenger Hunt
January 24, 2017
Health & Wellness Pt. 1
Healthy Eating in a STEM in School (cooking demonstrations)
February 21, 2017
Love & Appreciation Outing
How to Love My-self
There's Always Time (Art)
March 21, 2017
Health & Wellness Pt. 2
Family Fitness Challenge
Ties and Tiara's Mother/Son & Father/Daughter dance
April 12,2017
Money & Finances
How your Phone Can Save you Money
Ins & Outs of Financial Literacy
Using Technology to Budget your Family
May 16, 2017
Personal Growth
Career & Work
College Career Week
Career Panel /Vision Boards (Art)
June 19,2017
Family & Friends
Family Learning and family fun in the summer

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

Every five weeks a written report will be issued to parents. At this time parents will have the opportunity of request an appointment to discuss their child's academic progress. Parents will have ongoing access to Parent Portal to obtain detailed feedback about student attendance and academic performance.

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

Parents may schedule an appointment to see a teacher before school between the hours of 8:45 am until 9:00 am. Also, parents may schedule appointment during the teacher's preparation periods or after 4:00pm

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

Parents must complete the volunteer package as prescribed by Bd. of Ed. After successfully completing the required documentation and being cleared by the Board of Education, parents will be assigned to either classroom duties, hall duties, lunchroom duties, etc. Parents may observe classrooms after discussion and permission from the principal has been obtained.

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

Parents will be requested to oversee their child's learning through the following processes: homework assignments, analyzing and responding to their child's report cards, and five-week progress reports, assuring attendance, and participating in parent conferences, parent meetings, and volunteering when and where needed.

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 will participate in the decisions making processes by attending CIWP planning meetings, parent meetings, and/or LSC meetings. Also, parents will be encouraged to attend any and all special education staffings on behalf of their child's academic planning. Notices of such meetings will be sent home with the student and will be followed by a follow-up phone call.

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

Students will share the responsibility for their academic achievement by committing to maintaining daily attendance, good study habits, exemplary behavior, and completing classroom and homework assignments. Furthermore, students will be provided with a wide variety of after-school academic programs through the Community School programs.

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.

The goal for parent community relationships is aligned with our first strategy which is to improve Expectations for Quality & Character of School Life: Relational Trust. We plan to support parents utilizing a life mapping model in order to develop a school community that focus in on personal growth as a means to supporting the school/home collaboration.

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

Account(s)	Description	Allocation		

51130, 52130 — **Teacher Presenter/ESP Extended Day**
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.
$ [Amount] .00

53405 — **Supplies**
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.
$ 150 .00

53205 — **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.
$ [Amount] .00

54125 — **Consultants**
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)
$ [Amount] .00

54505 — **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.
$ [Amount] .00

54205 — **Travel**
Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.
$ 1088 .00

54565 — **Reimbursements**
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.
$ [Amount] .00

53510 — **Postage**
Must be used for parent involvement programs only.
$ [Amount] .00

53306 — **Software**
Must be educational and for parent use only.
$ [Amount] .00

55005 — **Furniture and Equipment**
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 by used only by parents.
$ [Amount] .00