



Charles S Brownell Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Richard Morgan	Principal	Rdmorgan@cps.edu	Has access
Latrice Flowers	Assistant Principal	Llflowers@cps.edu	Has access
Tasha Williams	Second grade teacher	tawilliams42@cps.edu	Has access
Gwendolyn McElmurry	Counselor	gmmcelmurry@cps.edu	Has access
Syreeta Levy	LSC Parent Representative	syreetalevy@hotmail.com	No Access
Evonia Tucker	LSC Community Representative	evoniatucker@gmail.com	No Access
Monika Purnell	Special Education Teacher	mrpurnell@cps.edu	Has access

### Team meetings

No meetings saved for this plan.

### 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

At Brownell, the principal, teachers, and parents continue to work collaboratively to implement and sustain a shared vision for continuous improvement. Collectively sharing a belief that "All children can learn and achieve, yet not all on the same day or in the same way"

In an effort to provide and encourage collective responsibility, leadership, a shared vision and high expectations, the following are on-going initiatives at Brownell:

- \*The school year begins with the principal and staff delivering the school vision, data, and direction for the year via the State of the School address and Title I information meeting. During these meetings parents are invited to be apart of the Parent Advisory Council (PAC) and encouraged to attend monthly parent meetings and various student activities throughout the year
- \*PD's and common planning facilitated by various teacher leaders based on individual staff need and data
- \*Principal , administrative team and teachers collaborate and review data during Performance Management (PM) sessions to determine goals and expectations throughout the year (BOY, MOY, EOY)
- \*Goal-setting meetings conducted by the principal with each individual teacher and monitored throughout the year
- \*Consistent observations by Administration conducted utilizing REACH and the Framework for Teaching
- \*Monthly parent newsletter and calendars are distributed
- \*Bi-weekly staff meetings conducted by teachers and administration
- \*Parent meetings and activities conducted monthly
- \*Parents trained on Parent Portal
- \*School-Wide Mandated Home and School connection where contact MUST be made to EVERY home EVERY month \*Instructional Learning Rounds conducted by teachers for teachers
- \*Year Long Planning calendar created by entire staff
- \*Summer PD/Retreat for Staff
- \*Various staff attend Instructional training and return to utilize the 'Train the trainer' model for information

## 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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

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

**Instructional Leadership Team:**

Score

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

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The ILT at Brownell is constructed of teacher leaders from every grade level, inclusive of our Diverse Learner population. The Team meets bi-weekly with an overarching focus of working to improve school-wide teaching and learning. An important role of the ILT is analyzing qualitative and quantitative data continuously in an effort to establish action items based on the data; create the school's Theory of Action; and monitor its implementation. Although the ILT is diligent in its efforts to effectively communicate trends extrapolated from the data during grade level meetings, more whole staff professional development activities could be organized to ensure ALL staff members are engaged and knowledgeable of the analysis process and its role in decision making

**Guide for Instructional Leadership Team**

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

**Evidence, Measures, and Standards**

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

**Professional Learning:**

Score

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

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Teachers participate and facilitate Professional Learning Communities (PLC's) among staff for the purpose of improving instructional practice and support a shared vision. Staff provide input to inform the selection of Professional Learning opportunities; often based on need. Instructional Learning Rounds and peer observations are conducted by teachers for teachers. Staff are then allowed time to try new strategies and practices based on peer feedback. Additionally, various staff attend Instructional training and return to utilize the 'Train the trainer' model for information. Each 'new hire' is provided with information and instruction based on need along with a teacher mentor.

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

### Score

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At Brownell, teachers carry out the school day schedule design that is based on the CPS instructional block to maximize instructional time. Highly qualified teachers are hired and assigned to class/grade based on their strength and to ensure all students have fair access to high-quality teachers in the school. Additional instructional support is provided for students who have been identified as Tier 3 based on our MTSS Academic Tracking Tool. All materials are aligned to the CCSS and NWEA MAP. In addition, in every classroom materials are leveled which allows for both intensive and enrichment support. Brownells' administration and staff continues to seek out research-based Online Instructional Tools and best practice to allow for rigorous and intentional curriculum to adapt to the ever changing needs of our students.

## 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	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

## Curriculum:

Score

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

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At Brownell we provide a 'Balanced Literacy' approach utilizing the Workshop model. Our curriculum includes Journey's for Literacy and My Math for Mathematics. At the beginning of the year we use the Network 12's Planning Map to identify gaps within our Literacy and Math curriculum. Grade level teams collaborate to intentionally seek out resources aligned to CCSS and meet the rigor of the standards.

## Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"><li>✓ Curriculum maps, vertical/horizontal</li><li>✓ Sequencing and pacing guides</li><li>✓ Thematic units which cover multiple disciplines</li><li>✓ Comprehensive unit plans including assessments</li></ul>
Measures	<ul style="list-style-type: none"><li>✓ SGRP Attainment and Growth</li></ul>
Five Essentials	<ul style="list-style-type: none"><li>Ambitious Instruction</li><li>Effective Leaders</li><li>Collaborative Teachers</li></ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"><li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li><li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li><li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li><li>✓ <a href="#">Digital Citizenship Curriculum</a></li><li>✓ <a href="#">K-12 Financial Literacy Guide</a></li><li>✓ <a href="#">Personal Finance 3.0 Course</a></li><li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li><li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li><li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li><li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li></ul>

## Instructional Materials:

Score

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-

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in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Administration and Staff was intentional in selecting materials that were aligned to the CCSS, CPS Instructional Shifts in literacy and math and the nuances that would support student success on AMPLIFY, NWEA and PARCC assessments. Technology accompanies the math and literacy curriculum and is used in various other ways to enrich student learning. SMART boards are made available in all classrooms to allow for student interaction and enhance learning. As part of our Gradual Release of Responsibility students have the opportunity to interactively engage and teachers have immediate feedback while facilitating learning. This tool also appeals to our visual learners. Third through sixth grade classrooms are equipped with IPADS and Kindergarten through second grade classes utilize Chromebooks. Our school-wide technology lab is visited twice a week by all Kindergarten through second grade classes to engage in pre-approved academic programs such as Measuring Up and Stride. A school-wide leveled library was also purchased to support the various levels of learners that would be instructed during guided reading. To further support tier three learners we utilize the research based, Leveled Literacy Intervention (LLI) program and have begun to unpack the HMH Decoding Power Intensive Reading Instruction program that is apart of the Journeys curriculum.

## 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/updated in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

Score

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

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Again, our belief is "All children can learn and achieve, yet not all on the same day or in the same way" Therefore, every staff member is expected to reinforce the expectations for all students. The challenge before us, however, is to continue to improve in the area of 'Establishing a Culture for Learning' to which we create an environment so that students assume responsibility for high quality work. Therefore, conversations and research of resources are continuous among teachers, administration and support staff to better understand how to create such an environment, and just how to empower students to bring purpose to their learning. Teachers are familiar with making certain instruction is aligned to CCSS and using Pacing Charts that include whole groups and mini lessons; Utilizing Bloom Taxonomy question stems to to increase the level of complexity; continuous and consistent Progress Monitoring and assessment.

### 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). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

### Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

Suggested Evidence

- ✓ 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

- ✓ SGRP Attainment and Growth

Five Essentials

[Ambitious Instruction](#)

MTSS Framework

[Shared Leadership, Curriculum & Instruction](#)

CPS Framework for Teaching

- [1.d. 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

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ [Teaching for Robust Understanding in Mathematics \(TRU Math\)](#)
- ✓ [Math Practices: What to Look For \(Observation Tool\)](#)
- ✓ [Checking In: Do Classroom Assignments Reflect Today's Higher Standards?](#)
- ✓ [Student Work Protocol \(SWP\)](#)
- ✓ [Slice Protocol – Looking at Student Work](#)

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

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness

1 **2** 3 4



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)

At Brownell, teachers convey high learning expectations regularly. Our belief is "All children can learn and achieve, yet not all on the same day or in the same way". Therefore, every staff member is expected to reinforce high expectations for all students. Teachers are creating instruction aligned to CCSS and using Network 12's Pacing Charts that include utilizing the gradual release model for instruction, Webb's Depth of Knowledge question stems to increase the level of complexity in literacy and math while continuously and consistently progress monitoring assessments on a weekly basis. Brownell staff communicates the necessity of consistent attendance so students can take responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, and helping their peers during and after instruction. To prepare our Middle school students for high school and college, administration uses the College and Career readiness program at Malcom X college along with STEM projects which play an integral part of our K-6th grade curriculum. The challenge before us, however, is to continue to improve in the area of 'Establishing a Culture for Learning' to which we create an environment so that students assume responsibility for higher learning.

Students at Brownell recite the 'Student Pledge' each morning along with the recitation over the intercom to embed the notion "...I'm learning to set goals for my life. ...I come to school with an open mind and a willingness to learn. I come to school to listen and participate, so that I may become a well-informed, well-read, and worthwhile citizen of these United States"

## 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, CTE recruitment fairs, 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 CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSS, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

**Instruction:**

Score

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.

1 2 **3** 4

During Brownell's summer retreat teacher teams align our school curriculums to standards and created a curriculum pacing chart for reading, math, and science. Through internal learning walks the ILT ensures that teachers are delivering instruction that is relevant to students, promote student thinking, and builds deep understanding of content. Brownell's Literacy Intervention Teacher provides continuous PD on best instructional practices such as high-level questioning, guided reading, extended response, and writer's workshop. Teachers use ongoing assessments to form flexible groups of students that need additional support. These students are then provided interventions through guided reading and guided math. Through teacher created units and lessons, most teachers have aligned curriculum to the CCSS. Student work is beginning to show evidence of students' understanding of what the CCSS are asking them to do. Teachers rely on summative and formative assessments to target student needs. Teachers implement data driven and differentiated instructional practices to promote high levels of student engagement and learning. All teaching staff understand that student engagement and learning are related. The staff continues to seek ways of communicating priorities for strengthening both. There is school-wide, collective responsibility for student learning and success. Therefore, we're working to have high levels of student, staff and community engagement.

**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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards

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

### 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

Our school uses a variety of assessments to determine where our students are and what is needed to move them to the next performance level. Every student's reading level is assessed at least three times a year. Each student is given a goal so that they can reach grade level benchmarks. Our reading curriculum provides unit tests and quarterly benchmarks to monitor student learning. Our math curriculum provides daily assessments, topic tests (multiple choice, constructed response, and performance tasks), and quarterly benchmarks to monitor student learning. Each writing unit is assessed using a rubric and final writing samples are posted outside each classroom. District tests (ISAT, mClass, and Scantron) are used to set schoolwide goals, classroom goals, and student goals. All staff are aware of and comply with the accommodations and modifications written in student IEPs.

### 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 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.
  - 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
Measures	✓ Grade distribution reports (course success rates)
	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership --Grading + Reporting</a>

### Multi-Tiered System of Supports:

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

In utilizing the Multi-Tiered System of Support (MTSS), Brownell attempts to adhere to the following design:  
 Determine the basic components of the problem-solving process.  
 There is a 4-step problem-solving model that involves:  
 Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).  
 Step 2: Identify possible reasons why the desired goal(s) is not being attained.  
 Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).  
 Step 4: Evaluate the effectiveness of the plan in relation to stated goals.  
 Tier 1 is what "ALL" students get in the form of instruction (academic and behavior/social-emotional) and student supports.  
 Tier 2 is what "some" students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, "effective"  
 Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1)  
 Tier 3 is what "few" students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students.

### Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

Score

1 2 **3** 4

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.

At Brownell, there is a constant practice to raise the level of success in creating and establishing a culture for learning. At the beginning of the year students work collaboratively with the classroom teacher to establish the rules and expectations of the classroom allowing them to take ownership in their own behavioral and academic learning. By doing this, teachers act as facilitators and students engage in activities that encourage Agency, Authority, and Identity thereby creating independent learners. The staff also follows the Teacher Framework which indicates that:

A culture for learning refers to the atmosphere and energy level in a classroom where students are engaged in important work. The teacher conveys enthusiasm for the subject, letting students know that they are pursuing this knowledge because it's important, interesting, and fun—as opposed to learning something because it will be on the state test or is in the textbook. The teacher also communicates to students that although the content is challenging, it is within the reach of any student committed to working hard. In such classrooms, students respond by taking pride in their work and experience the feeling of satisfaction that comes from having achieved major goals.

## 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	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (en.edu/te)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### 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

At Brownell, establishing a community of trust and respect is key from the beginning of the year. The first weeks of school are spent teaching expectations, establishing routines and co-creating with students what their class guidelines/ rules will be for feeling safe. By creating the rules and expectations with the students, they are allowed to take ownership of what the culture of their class will be and establish a relationship that is trusting both with peers and adults. These all inclusive expectations include what behavior looks like throughout the school. With a clear understanding, we are able to hold one another accountable and reminders to refocus are received as part of the trusting relationship and not punitive. A School-wide system is also in place that supports individual and small groups of students via counseling and scheduled classroom social and emotional workshops.

## 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	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a></li> <li>✓ <a href="#">Creating a School Community (ASCD)</a></li> </ul>	

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

Score

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.

1 2 **3** 4

For Brownell students, student voice, engagement, and civic life is exercised most often in three areas:

1. Peace Circles - when conversations are under the supervision of the counselor and/or dean of students. engaging in resolution tactics and rationalizing why things happen.
- 2 - When our 5th and 6th graders attend the WITS program and travel to the University to collaborate with college mentors and engage in discussion about civic life and the power of the student voice.
3. Finally, students at Brownell (D.R.E.A.M. Team) are able to engage in discourse with the principal concerning an abundance of civic topics...politics, finances, democracy, racism, sports etc.

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

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.

- Authentically **interact with civics leaders**
- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>▪ MVNS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVCs)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Feedback regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HSI 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

At Brownell, students indicate they feel safe while at school. The reason for this could stem from the numerous safe guards and protocols in place at Brownell. For example, Prior to entry, students are supervised on the playgrounds and around the perimeter of the school. Upon entry, students are greeted with the school traditional entry song (Ain't No Stopping Us Now) to which several adults are lined throughout the hall to greet them as they enter. Students follow the routine of walking to the right, avoiding any unnecessary bumping and/or pushing and also to maintain order. Throughout the day, students exercise our noise level routine in an effort to be respectful to those still working by transitioning on level 1 or zero (No Talking or whisper). All in all, having routines and protocols in place help to off-set or curtail several unwanted behaviors that could affect safety and order. However, our discipline protocol can use some tweaking and improvement. Currently, with new staff and added SEL practices, school-wide training and information sessions can provide the necessary opportunities to familiarize EVERYONE with the determined discipline step progressions. Whereby, staff, parents, and students will understand, adhere to, and be able to articulate the school-wide discipline policy.

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety"
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
Five Essentials	Supportive Environment
	MTSS Framework <a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>

### Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

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. Brownell has a Dean of Students who attends Network workshops in an effort to stay abreast of the 'Best Practices' for discipline and Restorative approaches. Being proactive, the Dean is responsible for being visible in the classrooms throughout the day, having frequent contact with parents and the home, provide students with alternatives to poor behavior and instruction for expected behavior. The Dean is equipped with methods for redirecting students privately to display respect or avoid embarrassment. It's always important that students avoid missing any instruction, therefore the Dean will work to provide responses that avoid removing students from class, however, being supportive to teachers to provide immediate resolution and restorative conversations...while giving students an opportunity to take responsibility for their actions and correct or repair any harm caused by their actions

## 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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations,

- build social & emotional skills, repair relationships, and cause minimal disruption to learning.
- Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
- Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

### Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

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. The principal takes an active part in keeping families informed through monthly newsletters, reminder notices, and student assessment results. All staff, parents, and community members engage in numerous events such as the Back to School Parade, 1st Day of School Orientation, Get Acquainted Night, Open House, Family Math and Literacy Nights, Holiday Social, Book Fairs, assemblies, and LSC and PAC monthly meetings. Teachers share promotion criteria including reading instructional and independent levels, benchmark expectations, yearly growth goals, and assessment results. Counselor and teacher led transition services for kindergarten and 6th grade students is provided. At the beginning of the year, teachers send home a student handbook which describe grade level expectations, school and classroom discipline/grading policies, and units of study that will be occurring throughout the year. Teachers share various assessment data with parents about their child. To celebrate our parent volunteers, Brownell hosts an End of the Year Volunteer Luncheon and also recognize volunteers at the End of the Year Awards Assembly. Teachers make home-school connections with EVERY one of their students parent at least once each month.

### Guide for Parent and Family 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	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust</li> </ul>
Five Essentials	Involved Families
ATSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Homologizing Classroom Procedures etc. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Student Learning: Curriculum	<input checked="" type="radio"/> 1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 <input type="radio"/>
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 <input type="radio"/>
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 <input type="radio"/>
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 <input type="radio"/>
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 <input checked="" type="radio"/> 3 4 5 <input type="radio"/>
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 <input checked="" type="radio"/> 2 3 4 5 <input type="radio"/>

3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	<input type="radio"/>

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
Based on past performance trends of our students with the addition of strategies to improve teacher practice, this will ensure students exposure to high quality instruction i.e., balanced literacy along with rigorous learning tasks.	87.00	83.00	75.00	80.00	86.00
<b>National School Growth Percentile - Math</b>					
Based on past performance trends of our students with the addition of strategies to improve teacher practice, this will ensure students exposure to high quality instruction i.e., balanced literacy along with rigorous learning tasks.	32.00	80.00	75.00	80.00	85.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Based on past performance trends of our students with the addition of strategies to improve teacher practice, this will ensure students exposure to high quality instruction i.e., balanced literacy along with rigorous learning tasks.	53.20	54.30	55.00	60.00	65.00
<b>African-American Growth Percentile - Reading</b>					
Based on past performance trends of our students with the addition of strategies to improve teacher practice, this will ensure students exposure to high quality instruction i.e., balanced literacy along with rigorous learning tasks.	83.00	85.00	75.00	80.00	85.00
<b>Hispanic Growth Percentile - Reading</b>					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					

*	(Blank)	(Blank)	0.00	0.00	0.00
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**African-American Growth Percentile - Math**

Based on past performance trends of our students with the addition of strategies to improve teacher practice, this will ensure students exposure to high quality instruction i.e., balanced literacy along with rigorous learning tasks.	35.00	77.00	75.00	80.00	85.00
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**Hispanic Growth Percentile - Math**

n/a	(Blank)	(Blank)	0.00	0.00	0.00
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**English Learner Growth Percentile - Math**

n/a	(Blank)	(Blank)	0.00	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

*	(Blank)	(Blank)	0.00	0.00	0.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Based on past performance trends of our students with the addition of strategies to improve teacher practice, this will ensure students exposure to high quality instruction i.e., balanced literacy along with rigorous learning tasks.	19.00	17.00	50.00	53.00	55.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Based on past performance trends of our students with the addition of strategies to improve teacher practice, this will ensure students exposure to high quality instruction i.e., balanced literacy along with rigorous learning tasks.	14.00	20.00	50.00	53.00	55.00
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**National School Attainment Percentile - Reading (Grade 2)**

Based on past performance trends of our students with the addition of strategies to improve teacher practice, this will ensure students exposure to high quality instruction i.e., balanced literacy along with rigorous learning tasks.	8.00	18.00	50.00	55.00	60.00
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**National School Attainment Percentile - Math (Grade 2)**

Based on past performance trends of our students with the addition of strategies to improve teacher practice, this will ensure students exposure to high quality instruction i.e., balanced literacy along with rigorous learning tasks.	5.00	3.00	50.00	55.00	60.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

n/a	(Blank)	(Blank)	0.00	0.00	0.00
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**Average Daily Attendance Rate**

Through our school wide attendance plan and monitoring system we will continue to see an increase in student attendance.	95.30	95.60	96.00	97.00	98.00
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**My Voice, My School 5 Essentials Survey**

With implementation of parent partnership strategies, teacher collaboration and increased empowerment of student voice we continue to trend upward with the expectation of maintaining being well organized for improvement.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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## Strategies

### Strategy 1

If we do...

If we utilize district mandated formative and summative assessments and build teachers capacity to collaborate during common grade level meetings to build quality, CCSS based weekly, 5 week and quarterly assessments, utilize school-wide analysis assessment protocol to examine the quality and alignment of the assessments, calibrate on scoring and grading student work, devise a fair school-wide grading system that accurately and consistently communicates students achievement to students, families and school officials.

...then we see...

Then we will see collaborative data driven team meetings where teachers create instructional tasks to address students deficiencies, rigorous CCSS aligned assessments that assesses content of instruction that was taught and grades consistently in grade book in a timely manner aligned to the minimum school-wide grading requirements

...which leads to...

Leads to...Students acquiring the necessary skills to meet school wide EOY growth target, which consists of 75% of 3rd-6th grade students meeting their EOY growth targets as measured by NWEA MAP assessments, while 50% of 2nd-6th grade students reaching attainment on NWEA MAP assessments in reading and math.  
75% of K-2nd grade students meeting benchmark targets on Amplify. Students also able to communicate regularly with teachers to discuss performance, next steps and grades recorded in the grade book.

Tags:

Academic targets, Assessment and grading

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Create a school wide assessment calendar based on CPS mandates, progress monitoring, five week and weekly assessment due dates

ILT Team,  
Administrative Team,  
Teachers

Jul 23, 2018 to  
Jul 25, 2018

Not started

During school wide retreat, teachers will meet to unpack the standards for five week periods and create grade specific assessments around the identified CCSS

Teachers

Jul 23, 2018 to  
Jul 25, 2018

Not started

The ILT team will revise the Assessment Protocols and the Analysis rubric to ensure that all assessments meet compliance, quality (Depth of Knowledge, CCSS aligned, appropriate number of questions to build student stamina/ perseverance) and rigor expectations.

ILT Team

Apr 25, 2018 to  
Apr 25, 2018

Completed

During grade level meetings, teachers will collaborate to analyze student artifacts, determining student mastery and deficiencies in an effort to prepare for next steps.

Teachers

Oct 3, 2018 to  
May 30, 2019

Not started

### Strategy 2

If we do...

-Beginning in June 2018, meet weekly during grade level meetings to analyze and reflect on the Network 12 Pacing Guide and identify the gaps that were evident based on teacher knowledge. Seek out resources to address the gaps in our curriculum.

...then we see...

-Utilize a rigorous, comprehensive literacy and math curriculum aligned to the common core state standards, that lends itself to more student autonomy and discourse.

-Students who are able to predict, hypothesize, justify, interpret and synthesize information

...which leads to...

Students acquiring the necessary skills to meet school wide EOY growth target, which consists of 75% of 3rd-6th grade students meeting their EOY growth targets as measured by NWEA MAP assessments, while 50% of 2nd-6th grade students reaching attainment on NWEA MAP assessments in reading and math.

-Align units of instruction with Network 12 Pacing and teacher knowledge to build Brownell's Pacing Chart embedding the necessary skills to ensure success for our students.

-Identify the Essential understandings with the expectation that a Performance based project will be produced that demonstrates mastery of the taught skills.

-Create authentic Performance based projects via unit plans

while demonstrating a deep understanding and mastery of critical skills.

-Improved teacher practice based on REACH Framework for Teaching.

75% of K-2nd grade students meeting benchmark targets on Amplify. Students also able to communicate regularly with teachers to discuss performance, next steps and grades recorded in the grade book.

Tags:

Curriculum alignment

Area(s) of focus:

Action step

Responsible

Timeframe

Status

Beginning June 2018 grade level teams will meet and identify literacy priorities in preparation to select a research based comprehensive curriculum

Teachers

Jun 6, 2018 to Jun 20, 2018

Not started

**Curriculum**

Review and analyze the CPS approved curriculum to determine the alignment of CCSS, with consideration of Network 12 pacing guides and Brownell's identified priorities.

Teachers

Jun 6, 2018 to Jun 20, 2018

Not started

**Curriculum alignment**

Curriculum consultants will provide professional development to introduce the curriculum and its components and equip them with tools to utilize and implement the curriculum.

Curriculum Consultant

Jul 23, 2018 to Jul 25, 2018

Not started

**Professional development**

Meet with teachers to unpack the curriculum and develop school-wide pacing guides and instructional plans based on CCSS.

Teachers

Jul 23, 2018 to Jul 25, 2018

Not started

**Instructional planning**

Teacher teams will meet bi-weekly to collaborate around curriculum success and challenges

Teachers

Oct 3, 2018 to Dec 19, 2018

Not started

Based on feedback provided during grade level meetings, regarding implementation of the curriculum, targeted Professional Development will be facilitated by the curriculum consultants to support teachers during the middle of the year and on an as needed basis.

Curriculum Consultant

Nov 2, 2018 to Nov 2, 2018

Not started

**Strategy 3**

If we do...

...then we see...

...which leads to...

If we identify a school-wide instructional best practice that will be the focus for the year based on CPS District- Wide Initiative (Agency Authority Identity) and empower teachers to use Network 12 best practices: GRR (I do, You

Then we see...  
- teachers utilizing best practice to introduce and model skills and concepts within the classroom using GRR and encouraging student autonomy.

Which leads to students articulating their thinking and being able to demonstrate mastery on formative and summative assessments.

do, we do) within the balanced literacy and math workshop model.

-students engaged in AAI around the content and concepts introduced utilizing academic vocabulary appropriately;  
 -improved teacher practice based on REACH Framework  
 -Students who are able to predict, hypothesize, justify, interpret and synthesize information while demonstrating a deep understanding and mastery of critical skills.

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Teachers will participate in pd and collaborative discussions during the school-wide retreat to develop resources around the School wide initiative (AAI and GRR)	Teachers, ILT Team, Administrative Team	Jul 23, 2018 to Jul 25, 2018	Not started
Teachers will continue to collaborate around school-wide focus/instructional best practices (AAI and GRR)during bi-weekly grade level meetings	Teachers	Sep 12, 2018 to Jun 12, 2019	Not started
ILT team will create rubrics around school-wide best practice (AAI and GRR) to utilize during non-evaluative learning rounds	ILT Team	Jul 23, 2018 to Jul 25, 2018	Not started
ILT team will create internal learning round schedules ( August 2018)	ILT	Aug 27, 2018 to Aug 29, 2018	Not started
Teachers will participate in school-wide non-evaluative internal learning rounds to collect quantitative and qualitative data that will be shared during grade level meetings.	Teachers, ILT Team	Oct 2, 2018 to May 8, 2019	Not started
School wide trends and instructional best practice data will be shared and displayed during school improvement days.	ILT Team	Nov 2, 2018 to Apr 5, 2019	Not started
The Progress monitoring of instructional best practices will continue every five- weeks based on priorities identified from our internal learning rounds data	Teachers, Administrative Team, ILT Team	Oct 2, 2018 to May 8, 2019	Not started

#### Strategy 4

If we do...

...then we see...

...which leads to...

Create a school-wide calendar that intentionally invites parents to engage in monthly positive activities/functions that equips them with knowledge to support their children or to increase their skills via:

- Principal Title I, State of the School and "Getting to Know You meetings

Grade specific parent meetings facilitated by the classroom teacher  
 Parent Advisory Council (PAC )meetings and workshops with guest facilitators that specialize in specific topics selected upon parent

an increase in parental involvement and parents that partner with school staff to enforce and support school-wide procedures/systems, empowered parents that are equipped with knowledge of how to support their children,ways to partner with the school; and ultimately produce well rounded citizens that positively contribute to their community.

parents that feel welcome to partner with the staff, empowered to support their children's academic, social and physical needs, resourceful and productive within the community, increased parent attendance in PAC meetings, Grade specific parent meetings, report card pick-up, parent volunteers and ultimately increase parent involvement and student success.



request/ need designed to strengthen their knowledge and skills

- School-wide Celebrations that display their children's talents, efforts and accomplishments
- Engaging them in school planning, leadership and meaningful volunteer opportunities and
- Connecting students and their families to resources that strengthen and support students' learning and well being.

Tags:

Area(s) of focus:

Action step

Responsible

Timeframe

Status

Create a school-wide parent calendar of parent meetings, events, workshops, activities, etc.

Administrative Tea,m

select

Behind

Parents will be invited to attend the annual State of the School address and Title I information meeting. During these meetings parents will also receive information regarding Parent Advisory Council (PAC), monthly parent meetings and a number of additional parental involvement meetings.

(Blank)

select

Behind

### Action Plan

#### Strategy 1

NOT STARTED

Create a school wide assessment calendar based on CPS mandates, progress monitoring, five week and weekly assessment due dates"

Jul 23, 2018 to Jul 25, 2018 - ILT Team, Administrative Team, Teachers

### Status history



NOT STARTED

May 05, 2018

**Evidence**

School-Wide Assessment Calendar

NOT STARTED

During school wide retreat, teachers will meet to unpack the standards for five week periods and create grade specific assessments around the identified CCSS"

Jul 23, 2018 to Jul 25, 2018 - Teachers

### Status history



NOT STARTED

May 05, 2018

**Evidence**

Assessments

COMPLETED

The ILT team will revise the Assessment Protocols and the Analysis rubric to ensure that all assessments meet compliance, quality (Depth of Knowledge, CCSS aligned, appropriate number of questions to build student stamina/ perseverance) and rigor expectations."

Apr 25, 2018 to Apr 25, 2018 - ILT Team

## Status history

May 5

**COMPLETED** May 05, 2018  
**Evidence**  
Assessment Protocols Analysis rubric

**NOT STARTED**  
During grade level meetings, teachers will collaborate to analyze student artifacts, determining student mastery and deficiencies in an effort to prepare for next steps."  
Oct 03, 2018 to May 30, 2019 - Teachers

## Status history

May 5

**NOT STARTED** May 05, 2018  
**Evidence**  
Student Work MTSS Academic Tracker

## Strategy 2

**NOT STARTED**  
Beginning June 2018 grade level teams will meet and identify literacy priorities in preparation to select a research based comprehensive curriculum"  
Jun 06, 2018 to Jun 20, 2018 - Teachers

## Status history

May 5

**NOT STARTED** May 05, 2018  
**Evidence**  
Network Pacing Guides

**NOT STARTED**  
Review and analyze the CPS approved curriculum to determine the alignment of CCSS, with consideration of Network 12 pacing guides and Brownell's identified priorities."  
Jun 06, 2018 to Jun 20, 2018 - Teachers

## Status history

May 5

**NOT STARTED** May 05, 2018  
**Evidence**  
Curriculum Best Practice Checklist

**NOT STARTED**  
Curriculum consultants will provide professional development to introduce the curriculum and its components and equip them with tools to utilize and implement the curriculum."  
Jul 23, 2018 to Jul 25, 2018 - Curriculum Consultant

## Status history

May 5

NOT STARTED May 05, 2018  
**Evidence**  
Curriculum

NOT STARTED Meet with teachers to unpack the curriculum and develop school-wide pacing guides and instructional plans based on CCSS."  
Jul 23, 2018 to Jul 25, 2018 - Teachers

### Status history



NOT STARTED May 05, 2018  
**Evidence**  
Curriculum Network Pacing Guides

NOT STARTED Teacher teams will meet bi-weekly to collaborate around curriculum success and challenges"  
Oct 03, 2018 to Dec 19, 2018 - Teachers

### Status history

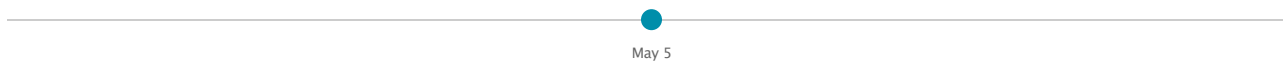


NOT STARTED May 05, 2018  
**Evidence**

NOT STARTED  
Based on feedback provided during grade level meetings, regarding implementation of the curriculum, targeted Professional Development will be facilitated by the curriculum consultants to support teachers during the middle of the year and on an as needed basis."

Nov 02, 2018 to Nov 02, 2018 - Curriculum Consultant

### Status history



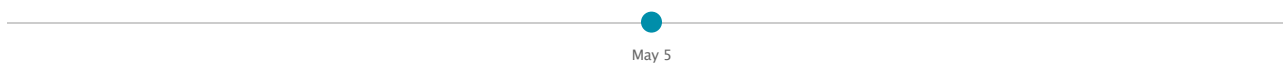
NOT STARTED May 05, 2018  
**Evidence**

## Strategy 3

NOT STARTED Teachers will participate in pd and collaborative discussions during the school-wide retreat to develop resources around the School wide initiative (AAI and GRR)"

Jul 23, 2018 to Jul 25, 2018 - Teachers, ILT Team, Administrative Team

### Status history



NOT STARTED May 05, 2018  
**Evidence**

NOT STARTED Teachers will continue to collaborate around school-wide focus/instructional best practices (AAI and GRR)during bi-weekly grade level meetings"

Sep 12, 2018 to Jun 12, 2019 - Teachers

### Status history



May 5

NOT STARTED May 05, 2018 Evidence

NOT STARTED ILT team will create rubrics around school-wide best practice (AAI and GRR) to utilize during non-evaluative learning rounds" Jul 23, 2018 to Jul 25, 2018 - ILT Team

### Status history



NOT STARTED May 05, 2018 Evidence

NOT STARTED ILT team will create internal learning round schedules ( August 2018)" Aug 27, 2018 to Aug 29, 2018 - ILT

### Status history



NOT STARTED May 05, 2018 Evidence

NOT STARTED Teachers will participate in school-wide non-evaluative internal learning rounds to collect quantitative and qualitative data that will be shared during grade level meetings." Oct 02, 2018 to May 08, 2019 - Teachers, ILT Team

### Status history



NOT STARTED May 05, 2018 Evidence

NOT STARTED School wide trends and instructional best practice data will be shared and displayed during school improvement days." Nov 02, 2018 to Apr 05, 2019 - ILT Team

### Status history



NOT STARTED May 05, 2018 Evidence

NOT STARTED The Progress monitoring of instructional best practices will continue every five- weeks based on priorities identified from our internal learning rounds data" Oct 02, 2018 to May 08, 2019 - Teachers, Administrative Team, ILT Team

### Status history



NOT STARTED May 05, 2018 Evidence

## Strategy 4

BEHIND

Create a school-wide parent calendar of parent meetings, events, workshops, activities, etc."

- Administrative Tea,m

### Status history

May 5

BEHIND

May 05, 2018

**Problem**

**Root Cause**

**Next steps**

BEHIND

Parents will be invited to attend the annual State of the School address and Title I information meeting. During these meetings parents will also receive information regarding Parent Advisory Council (PAC), monthly parent meetings and a number of additional parental involvement meetings."

### Status history

May 5

BEHIND

May 05, 2018

**Problem**

**Root Cause**

**Next steps**

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

### ESSA Program

ESSA Schoolwide Program

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

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

ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

### Parent and Family Engagement Policy

Complete

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

Parents are invited and encouraged to attend monthly LSC and PAC meetings which will be frequently facilitated by the school committees to discuss and make decisions regarding NCLB, Title 1 and parental involvement.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

Title I Annual Meeting will be held in September 2018

The Title I PAC Organizational Meeting will be held in October 2018.

The week prior to the September 2018 Title 1 meeting, Brownell will extend an invitation to all parents to attend the Annual Title 1 Parents' Meeting. During this time parents will be informed about the school's NCLB Title 1 program requirements and their right to be involved in the program. They will also be informed of future PAC meetings that encourage them to be a part of school planning, parent workshops, leadership opportunities, meaningful volunteering openings and community resources that strengthen and support students' learning and well-being.

At the Title I PAC Organizational Meeting parents will be provided contact information, elected parent officers and will be asked to decide on dates and times for future monthly meetings.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

Regularly scheduled monthly PAC meetings are embedded in our annual school plans which allow parents an opportunity to participate in the decisions that affect the education of their children. Parents are also invited to attend monthly classroom parent meetings and various workshops that are designed to support the needs of their children. Recommendations during these meetings are to generate an action plan and next steps with anticipated time of completion dates.

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.

Each year the school provides parents a copy of their child's State assessment reports upon receipt from the State.

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.

If a class is being taught by a teacher that is not "highly qualified" a notice is sent home with each child to inform the parent concerning this matter.

Schools will assist parents of participating ESSA 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.

At the beginning of each school year parents are invited to attend a work shop to help them comprehend the expectations of state mandated academic requirements and tools to interpret assessment data. Also, as aforementioned, a series of parent teacher conferences, data days and curriculum nights are provided to discuss with parents all academic tools and assessments that will be used to measure student achievement at multiple intervals throughout the year.

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

Brownell will continue to offer a wide variety of training and workshops in literacy and math throughout the school year. We also host monthly parent meetings/workshops that are specific to each grade level and content.

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

During the summer retreat and teacher institute days teachers engage in team building which incorporates a "parent as partners" component. At the beginning of the year a "Get Acquainted Night" is held for the purpose of allowing teachers and staff to collaborate with parents in a non-threatening manner in an effort to build partnerships.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

"Preschool for All" parents of Brownell are included in all activities and programs that are held at the school. Parent letters are sent home in a timely manner to inform parents of upcoming activities or events.

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

Parent letters and flyers are appealing and generated in parent friendly language that is conducive to the population in which we serve.

#### Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement 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

#### School-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.)

Brownell School will provide high quality instruction to every student by utilizing a comprehensive curriculum that is aligned to the Common Core State Standards. Classroom instruction will be delivered by highly qualified teachers. All teachers are required to attend on-going professional development in literacy, math, and all other relevant content areas.

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.

The first parent teacher conference will be held during Open House and will continue throughout the school year. Two formal parent teacher conferences will be scheduled following the conclusion of the first and third quarter. Mini-parent teacher conferences will be held during Data Days at the conclusion of the second quarter and on an as needed basis.

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

The first parent teacher conference will be held during Open House and will continue throughout the school year. Two formal parent teacher conferences will be scheduled following the conclusion of the first and third quarter. Mini-parent teacher conferences will be held during Data Days at the conclusion of the second quarter and on an as needed basis.

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

Parents are given access to teachers and staff after they have scheduled a conference, before and/or after-school.

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

Parents are encouraged to volunteer and participate in classroom activities. Parents are instructed to meet with the classroom teacher to determine what area or capacity (non-instructional) would be most beneficial. If parents are interested in volunteering for longer periods of time or are in direct contact with students, they are asked to obtain and complete a Volunteer packet located in the main office.

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

Parents are encouraged to participate in school-wide programs designed to support them in their child's academic progress (i.e., Family Reading Night, Monthly Parent Meetings, PAC Workshops, etc.) Parents are also informed of student attendance and truancy by way of teacher and office contact, absentee out calling system, home visits and our MTSS Attendance Plan that promotes positive attendance by rewarding students with various incentives throughout the year.

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

During Open House teachers share with parents an Individualized Learning Plan that has been customized to fit their child's educational needs. The Learning Plan has been derived from on-going assessment data and will be used to provide targeted instruction. During the discussion of this plan parents are encouraged to share their thoughts prior to signing the plan. This is a working plan that will change as the child progress throughout the year. Revisions will be revealed and discussed during parent teacher conferences.

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).

Teachers will begin the year by informing students of all routines and expectations of their classroom. All classroom expectations will include quarterly goal setting meetings with each individual student. During goal setting meetings students participate in creating SMART attendance, behavior and academic goals that are rigorous, but attainable.

#### Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

At Brownell, we encourage our parents to become active participants in their child's academics by inviting parents to school functions as well as becoming an active parent volunteer. Our staff will provide parents with training and workshops regarding all of the test our students will be exposed to in the school year. These test include the NWEA and PARCC assessments. We will review test features and components of the test. We will conduct workshops on how parents can better assist their children in their school work specifically reviewing the Common Core State Standards as well as how parents and better assist with homework. Throughout the school year, teachers will provide grade level content area workshops while reviewing our current curriculum. We will also conduct workshops to assist parents with signing up and navigating the parent portal system. These workshops will help parents so that they can be more active in monitoring their child's grades throughout the school year.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	400 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	280 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	300 .00



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54505      **Admission and Registration Fees, Subscriptions and memberships**

\$	350	.00
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For Parents use only.

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<p>54205</p>**Travel**

\$	Amount	.00
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Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

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<p>54565</p>**Reimbursements**

\$	Amount	.00
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Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

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<p>53510</p>**Postage**

\$	Amount	.00
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Must be used for parent and family engagement programs only.

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53306      **Software**

\$	Amount	.00
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Must be educational and for parent use only.

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55005      **Furniture and Equipment**

\$	Amount	.00
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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.