Ronald Brown Elementary Community Academy (/school-plans/42) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/07/2016	PAC	CIWP/ Parent Compact/ Budget Plan
04/08/2016	Teachers/ILT/Grade level Teams	CIWP/ Literacy
04/08/2016	Teachers/ ILT/Grade level Teams	CIWP/Math
04/08/2016	Teachers/ ILT/Grade level Teams	CIWP/Science
04/08/2016	Teachers/ ILT/Grade level Teams	CIW/ Diverse Learners

03/28/2016	Teachers	SEF Survey
12/03/2015	PAC	CIWP Team Members
05/11/2016	PAC	CIWP SEF Review
04/27/2016	LSC	CIWP SEF Review
05/17/2016	LSC	CIWP
05/24/2016	LSC	CIWP Review/Approval

School Excellence Framework

Culture of & Structure for Continuous Improvement

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

Leadership remains reflective and focused to set meaningful goals designed to improve student achievement. Data analysis has driven our focus to increase the number of students in exceeds category from 12% to 24% in reading as indicated on the state assessment by the end of the school year. This ambitious goal stands within realistic and attainable levels with rigorous daily instruction delivered with fidelity. We will continue to identify and support specific performance levels giving a more individualized approach to meeting the learning needs of all of our students. Teachers will establish RIT bands for grouping and support with Des Cartes Teachers are expected to establish a higher level of accountability with each of their students in order to guide effective learning. Administration continues to monitor and offer regular feedback ensuring successful implementation.
Principal will create a professional learning system designed to support needs and interest by monitoring individual Professional Growth Plans and providing opportunities to expand content knowledge and leadership by working directly with Network 13 support team as well as an outside consultant during classroom visits and weekly team meetings. Principal will continue to work directly with ILT/Teacher Leaders to analyze data and determine core strengths and weaknesses. Team Leaders will actively progress monitor action plans and target groups in team meetings by analyzing sample student work and weekly assessment data.
A vision for best practice was determined by past efforts and comfort levels with strategies addressing our literacy area of weakness. Teachers collaborate with supportive ideas based upon student work and classroom visits. Principal monitors quality seeking ways to influence continuous improvement.

Principal has taken clear steps to develop a culture of college and career readiness by embracing CCSS as well as initiating programs and activities linked to college readiness including;
High school fairs, career days, individual interest surveys, active involvement in "college week festivities", and field trip to Governor's State University.
We are a small school with only 14 classroom teachers. 5 members of our staff are ILT members. This team also acts as teacher team leaders/ciwp team members
All teaching staff are members of a specific band and meet regularly to collaborate on ways to improve instruction.
All teachers maintain data logs and use information to make decisions impacting instruction.
All staff volunteer for specific committees of their choice.
All staff have opportunities for equity of voice.
School protocol is for staff attending any related professional development to report back during staff meetings ensuring all important and significant information reaches all stakeholders.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.

- Constantly listen and synthesize what is heard, and learn from all sources.
  - **Employ the skills to effectively manage change.**
    - Master skills associated with large-scale strategic planning processes and implementation of such plans.
    - Steer through the challenges associated with making improvements, both large and small.
  - **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
  - **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
    - Model ambitious goals for teaching and learning for all students, including priority groups.
    - Draw from the best available evidence to inform instructional improvement decisions.
  - **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

> All ILT members were selected based upon their knowledge, leadership ability, and classroom effectiveness.
> Each ILT member has taken full ownership of leading their bands in student achievement.
> ILT members are team band leaders who meet with principal bi-weekly and with band teacher teams facilitating two-way communication while encouraging involvement in decision making toward school's strategic focus.
> ILT members engage in reflective practices following each benchmark assessment during meetings with principal. Data is analyzed and growth charts developed depicting qualitative and quantitative growth.

Guide for Instructional Leadership Team

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

- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1 **2** 3 4

> Teachers began their school year by completing professional growth plan to guide professional development opportunities.
> Data is used to determine areas where support is needed to most effectively impact student achievement.
> We have identified a team with the expectation to contour professional development to meet our personal needs.
> Team weekly protocol will be designed to evaluate and monitor the effectiveness of all professional development.
> Teachers collaborate in regularly scheduled weekly meetings with the opportunity to support student achievement. Quarterly planning sessions have and will continue to be available to staff for long term planning.
> Teachers meet with principal at approximately six week intervals to discuss progress monitoring with data and intervention strategies.
> Teacher teams are led by team leaders with the focus of being results oriented for student learning.
> All teacher teams are inclusive of both general and special educators.
> All teams are supported by an ILT lead teacher.
> All team sessions have built in protocols supporting orderly and focused agenda including time for team collaboration.

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

Aligned Resources:

Score

1   2   **3**   4

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.

> Our current budget does not align itself for discretionary hiring. All positions are quota funded except for those classroom teacher positions purchased to ensure one classroom per grade.
> Hiring multi-step protocol is followed at this unit begins with the initial interview with principal, asst. principal and ILT if a call back is warranted applicant is expected to prepare and facilitate a sample lesson and a writing prompt. Questions are standard to determine whether applicant has the knowledge base for a successful fit.
> We have been actively engaged creating schedules to fit our full day program. All staff have ownership in this process which is directly aligned to our growth goals. Primary to our scheduling is allotting our schedule time for regular collaboration periods in teacher teams.
> All non-classroom teachers have scheduled RtI groups which they are directly responsible to chart and track progress.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

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

Score

1   2   **3**   4

> Each grade band is currently working on year long scope and sequence for 2015-2016 school year. Teachers are using guidance from Network 13 Literacy Learning Progress and Math Scope and Sequence.
> All staff is focusing on developing units of instruction aligned to CCSS. Adopted curriculum is being reviewed to determine what supplemental materials will be required to effectively support CCSS.
> All students, including those with disabilities are exposed to the same grade level materials. As needed, all accommodations and modifications are implemented to ensure access to curriculum.
> We are entering our third year using CCSS and continue to research materials to elevate current curriculum for alignment, we are also reviewing supplemental materials for a good fit to support our targeted areas of instruction. Go math Was adopted at the beginning of this year as our Math curriculum k-8th.

Guide for Curriculum

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

- Integrate academic and social emotional learning.
- **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 **2** 3 4

> Adopted curriculum and supportive materials will continue to guide instruction in alignment to CCSS. Supplementary materials directly aligned to CCSS will support unit plans. Currently teachers are using Compass Learning, leveled readers, CCSS practice math consumables (GO Math), Learning Continuum objectives, and content framework to guide instructional focus.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
    - Are selected and adapted based on learning objectives and learner needs.
    - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
    - Student outcomes and developmental appropriateness determine when and who will use the materials.
    - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
    - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
    - Materials are in English and native language for English learners.
    - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
    - Students interact with instructional materials to engage all modalities in the learning process.
    - Technology is integral to students learning experiences.
    - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
    - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
    - The teacher models effective use of various materials.
    - Students understand that materials are a means to acquire language, knowledge, and competencies.
    - Technology enhances students' higher order, creative thinking and problem solving.
    - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> During grade level team meetings the teachers regularly examines student work analyzing what students are being asked to do in their classroom and across grades in a all content areas. Teachers analyze whether task and assignment cognitively challenge students and move them to mastery of the objective. ILT conduct walk throughs to observe the student engagement in rigorous task. Teachers conference with student often to discuss progress.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1   2   **3**   4

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

Students will be supported through transition grades with the following:
*bridge summer step up programs
*bridge grade parent meetings
*spring step-up activities and curriculum
*individual conferences with principal to discuss promotion
*counselor will meet with students in small groups to discuss
transition concerns
*counselor will facilitate classroom guidance lessons on peer
pressure, note taking/study skills, and communication skills.
An intentional college and career culture is encouraged and maintained throughout all grade levels with some of the following activities:
*teacher created college/career displays in classrooms
*counselor 's display of college pennates in hallways representing alumnae and other options
*"Ask Me How I Did It Days" allow students to hold meaningful conversations with teachers about college - counselor refer to page 4.
Students in Int./Upper grades take an interest inventory in "What's Next Illinois". This web site offers college and career informal assessments with college options.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1   2   **3**   4

Teachers have full access to performance data and use this information to guide the academic programs for all of our students. Teachers begin with bottom line data for students as they enter and continue to monitor growth with classroom based assessments and benchmark assessment results. Teachers use data to determine their instructional effectiveness.Teachers monitor progress and they document and chart efforts toward academic achievement.Teachers track growth to ensure students are on a successful path for college and career readiness.
Weekly and or daily learning objectives are posted in every classroom. Objectives are stated in student friendly terms and directly discussed with students.

Teachers use RtI format to track and monitor student progress. Teachers then progress monitor to identify those needing review , remediation and exposure to more challenging activities.

Teachers have data binders where they document and chart their intervention efforts. School wide focus is the use of pre and post test to determine the effectiveness of instruction.

In response to benchmark results we established RIT band grouping to better support Learning Continuum skills and student achievement.

Guide for Instruction
- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
    - Guide students to articulate the relevance of the objective(s) to learning.

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1   2   **3**   4

> Our approach towards identifying students in need of academic intervention is systematic in that children are targeted and progress monitored by intervention plans.
> BOY NWEA acts as diagnostic tool to provide teachers with a sense of individual student strengths and weaknesses. Teachers also use pre/post testing to determine unit progress.
> Interventions include small group, push-in, one on one, tailoring technology to support student needs, walking reading / math, and other outside interventions including parent contracts.
> Teachers bring their data to band mtgs. to discuss intervention progress along with student work products

Guide for Multi-Tiered System of Support

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

NWEA data is immediately accessed by classroom teachers , analyzed in band meetings and again with principal in individual conferences. All state data is immediately shared with classroom teachers and analyzed both individually and in groups.We continue to use Compass Learning as an online student practice program as well as to provide 5 week assessments to guide review, reteaching, and accelerated learning.

All teachers have data binders with all classroom data supporting student progress and effective instruction. Teachers use data to progress monitor student progress.

Teachers forward student work samples to principal and bring samples to grade level band meetings. to discuss and justify effective practice.

Students keep individual journals of daily writing prompts.

Principal/Teacher meetings to discuss data, flexible grouping, and overall student performance.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

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

Score

1   2   **3**   4

Brown Academy has a culture for learning that is characterized by an atmosphere that reflects the educational importance of the work undertaken by both students and staff. 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. Students are required to complete all assignments to the best of their ability. Teachers strive to keep parents abreast of the daily /weekly progress of students. 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.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 **4**

It is the expectation at this unit that all teaching staff act as advocates for their children and provide support in achieving their goals.
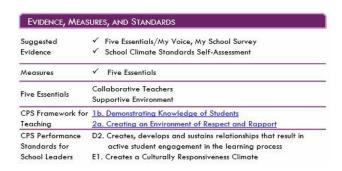The culture of this building is built on mutual respect. Teachers are strongly urged to never disrespect children and to never accept disrespect from children.
All children with disabilities are fully engaged in all aspects both social and physical within this school community.
this site was identified as well organized in 2015 School Progress report

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

We offer a full range of extracurricular sports activities for Int/Upper grade students. Involvement is directly linked to student behavior. All children are accepted no matter their level of athletic prowess. Children also have the opportunity for involvement in after school activities including golf, Track, Basketball, Cheerleading Dance, Martial Arts and other team activities in an effort to expose students to a wide array interest options.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 **4**

Brown Academy has a common consistent school-wide approach to student discipline. Teachers post and continually reinforce the school and classroom behavior norms. Minor infractions are addressed by the teachers in a consistent, fair and proactive manor. Serious infractions are handled at the administrative level in conjunction with parental involvement. At Brown a combination of conferences, detention and in school suspensions are used before the more drastic action of out of school suspension occurs. The focus of discipline at Brown is always proactive and corrective. We work very hard to ensure that students are safe and within a welcoming environment. Our staff is always visible and children are monitored at all times. Our school security guard is supported by an off duty Chicago Police Officer and other school support personnel. Children are welcomed every morning and at dismissal all available school personnel are on duty walking the perimeter to ensure safe passage. Children begin their day with Calm Classroom exercises to ensure a calm start to their school day.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

> Brown Academy uses a restorative approach to discipline. Teacher receive professional development discipline, restorative justice, and classroom management at the beginning of each school year. Throughout the school year we revisit the noms of the building and make adjustment as needed. Students are taught school wide and classroom expectation. We are proactive about monitoring student behaviors. Brown Academy only use suspensions as a last resort and utilizes a system of progressive behavior change approaches to bring about a more restorative culture. Alternatives to suspension includes restorative conversation, conferences, peer groups peace circles, detentions, and in school suspensions. When misbehavior occurs the administration seek to understand the root causes and respond in ways that correct the behaviors. Responses are design change student behavior using a menu of instructive, corrective, and restorative responses.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.

- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
  - **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
    - Ensure classroom instruction continues when problem behavior occurs.
    - Prefer responses that do not remove students from regular instructional setting or after school activities.
    - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
    - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
    - Support teachers to engage in restorative conversations or respond to behavior incidents.
    - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
    - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
      - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
      - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
      - Designate space and consistent staff to support implementation of ISS.
    - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1 **2** 3 4

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

Principal communicates with parents through Local School Council, PAC, parent meetings, parent conferences, report card pick-ups and monthly newsletters.
Teachers prepare beginning of the year welcome letters/syllabi at each grade level explaining policy on attendance, tardies and grading scale.
Teachers avail themselves to parents to discuss behavior and academic performance.
School provides access to high school fairs and has invited neighboring high schools to our school to inform our students of their programs. Each year parents receive Parent Handbooks outlining school policies and procedures

School offers a Homework Help night in order to assist parents in supporting their students. We have also sent home activities for parents to complete with their students. During Open House and evening assemblies there is always a table with activities for parents to complete with their children. Teachers also communicate with parents via parent portal, email, phone and parent conferences.
Counselor provides support to families who are transitioning and in need of support to locate educational opportunities.

We scheduled parent night activities based on student bands. Primary had A Night With Dr. Seuss, Intermediate had a Denim And Dance father/daughter, mother/son night. Upper grade offered a High School Fair. We also offer homework clinics throughout the year. Computer tech offers classes to parents on how to access Parent Portal. Principal held a State of The School address in February and has scheduled another for the end of the school year to address accomplishments and challenges.
We provide required services to students during the school day as well as provide outreach options to parents as the need arises. Both our counselor and social worker avail themselves to parents in need of support. Staff make it a point to become familiar with community service agencies and keep information on hand. During our parent night activities we included the following agencies on site to provide information including: Dept. of Libraries, Girl Scouts, Roseland Hosp., Alderman's Office, Seaway Bank and others.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘

2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘

3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘

3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘

3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	**1**	2	3	4	5	⊘

3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘

3	Expectations for depth & breadth of Quality Teaching: Instruction	1	**2**	3	4	5	⊘

3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	**3**	4	5	⊘

3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘

3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘

3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘

4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)   16 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
2015-2016 National Growth Percentile in reading was 50%. Our goal for the next two years are 15% point in 2016-2017 and 10% in 2017-2018.	99.00	50.00	68.00	78.00
National School Growth Percentile - Math				
2015-2016 National Growth Percentile in reading was 9%. Our goal for the next two years are 50%tile in 2016-2017 and 65% in 2017-2018.	99.00	9.00	40.00	50.00
% of Students Meeting/Exceeding National Ave Growth Norms				
2015-2016 National Growth Percentage in reading was 46.8%. Our goal for the next two years are 56% in 2016-2017 and 66% in 2017-2018.	76.50	(Blank)	56.00	66.00
African-American Growth Percentile - Reading				
2015-2016 National Growth Percentile in reading was 50%. Our goal for the next two years are 15% point in 2016-2017 and 10% in 2017-2018.	99.00	50.00	68.00	75.00
Hispanic Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00

English Learner Growth Percentile - Reading

| N/A | (Blank) | (Blank) | 0.00 | 0.00 |

Diverse Learner Growth Percentile - Reading

| 2015-2016 Diverse Growth Percentile in reading was 80%. Our goal for the next two years are 80%tile in 2016-2017 and 90% in 2017-2018. | (Blank) | (Blank) | (Blank) | (Blank) |

African-American Growth Percentile - Math

| 2015-2016 National Growth Percentile in reading was 9%. Our goal for the next two years are 50%tile in 2016-2017 and 65% in 2017-2018. | 99.00 | 10.00 | 40.00 | 50.00 |

Hispanic Growth Percentile - Math

| N/A | (Blank) | (Blank) | 0.00 | 0.00 |

English Learner Growth Percentile - Math

| N/A | (Blank) | (Blank) | 0.00 | 0.00 |

Diverse Learner Growth Percentile - Math

| 2015-2016 National Growth Percentile in reading was 70%. Our goal for the next two years are 80%tile in 2016-2017 and 90% in 2017-2018. | (Blank) | (Blank) | (Blank) | (Blank) |

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

| 2015-2016 National Attainment Percentile in Reading was 57%. Our goal for the next two years are 67%tile in 2016-2017 and 77% in 2017-2018. | 69.00 | 66.00 | 67.00 | 77.00 |

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

| 2015-2016 National Attainment Percentile in reading was 30%. Our goal for the next two years are 40%tile in 2016-2017 and 50% in 2017-2018. | 69.00 | 49.00 | 40.00 | 55.00 |

National School Attainment Percentile - Reading (Grade 2)

| 2015-2016 National Growth Percentile in reading was 80%. Our goal for the next two years are 85%tile in 2016-2017 and 90% in 2017-2018. | 54.00 | 80.00 | 40.00 | 50.00 |

National School Attainment Percentile - Math (Grade 2)

| 2015-2016 National Growth Percentile in reading was 96%. Our goal for the next two years are 90%tile in 2016-2017 and 95% in 2017-2018. | 64.00 | 96.00 | 54.00 | 64.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| N/A | (Blank) | (Blank) | 0.00 | 0.00 |

Average Daily Attendance Rate

| 2015-2016 Average Daily Attendance was 95.5%. Our goal for the next two years are 96% in 2016-2017 and 97% in 2017-2018. | 95.70 | 95.70 | 96.00 | 96.50 |

My Voice, My School 5 Essentials Survey

| 2015-2016 My Voice My School 5 Essentials Survey was Well Organized Our goal for the the next two years is to remain Well Organized. | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics   3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Student On Track				
Improving the student on track from 44.4%in 2016 to 60% in 2017 and 70% in 2018	53.00	44.00	60.00	70.00
Number of out of schools suspension				
Decrease in the number of out of school suspension from 57 in 2016, to 25 in 2017 and 10 2018	25.00	57.00	25.00	10.00
7th and 8th Algebra test				
Increase in the number of student successful at passing the 7th and 8th early Algebra test from 0 in 2015, 8 in 2016 and 12 in 2018.	0.20	0.00	8.00	12.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we focus on key levers within our core instructional program,	then we will see questioning and discussion techniques that deepen student understanding and increase challenge, scaffold instruction to ensure that all students (including diverse learners and struggling students) are accessing and engaging in complex rigorous tasks, effective use of progress monitoring, integration of formative assessment into instruction, and adjustments in instruction to address student misunderstandings or to advance the needs when students are ready for enrichment opportunities,	which leads to 10% increased in student attainment in Reading and Math (K-8th) on the NWEA.and PARCC..

Tags:
Instruction, Rigorous task

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Professional development around CCSS to guide the development and alignment of unit plans supporting ELA /Math instruction.	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Professional development

Action step	Responsible	Timeframe	Evidence for status	Status
Purchase of new Common core based curriculum materials teacher will effective plan rigorous lesson with the focus on Depth of Knowledge skills. Fund Before/ After School, Saturday School programs.	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Allocations of funds for purchasing materials for instruction and professional development

During weekly band meetings teachers will collaboratively support each other for CCSS alignment and objective based sample student work samples. Teachers will share weekly assessment results and discuss student progress.	Administration , Teacher	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Accountable talk, Analysis of data, progress monitoring, rit instruction, small group instruction

Implement quarterly family literacy and math nights providing strategies to supportinstruction while increasing family involvement.	Counselor	Sep 6, 2016 to Jun 20, 2017	*(Blank)*	Behind

Parent involvement, School culture climate

Support math instruction using MARS task ensuring greater learning accountability. Task will be administered with each MIU. Post assessment results will be tracked and monitored by classroom teacher.	Teacher	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Instruction

Qualified 7th-8th grade students will participate in an Algebra course scheduled after school.	Teacher	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Instruction

Using the K-12 framework for science and engineering practices, crosscutting concepts, and core ideas in the science classroom.	Teacher	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Instruction

Science plans will integrate informational literacy (Reading and Writing) with technology infused in daily lessons.	Teacher	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Instruction

Continue to implement outside resources/field trips to enhance the science curriculum.	Teacher	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Professional Learning

Create a monthly science theme across the grade bands	Teacher	Jun 20, 2016 to Jun 20, 2017	*(Blank)*	Behind

Instruction

Action step	Responsible	Timeframe	Evidence for status	Status
Focus on ensuring that students are engaged in rigorous task and regularly examines student work - what students are being asked to do in their classrooms - across grades or courses in all content areas.	Teacher/Admin	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Instruction, Rigorous tasks

Strategy 2

If we do...	...then we see...	...which leads to...
If we fully implement a system of academic and social emotional supports for all students (MTSS) that focuses on providing Their I, II, and III level interventions for students with academic, Behavior, and Attendance.	Then we will see a customized learning environment and approach to teaching where teachers are providing universal supports to prevent failures, absenteeism, student misbehavior,	which leads to an increase in the overall number of students who are meeting/exceeding national average growth/attainment norms, a increase in the daily attendance rate to 96%, and a 10% yearly decrease in the number of behavior issues that result in suspensions.

Tags:
MTSS, SEL, Restorative justice

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
All IEP's are reviewed to ensure schedules are developed to allow for inclusive practices as appropriate.	Administration/Case manager	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Diverse Learners

Classroom teachers have copies of accommodations and modifications as outlined in IEP.	Case Manager	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Diverse Learners

All teachers meet regularly during band meetings ensuring Diverse Learners are receiving the support of the same strategies being offered to their non-disabled peers.	Admin.	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Diverse Learners

Provide staff differentiated professional development on classroom management and best SEL practices.	Admin	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

SEL, Classroom management

Implement and Track Restorative Practice strategies	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Behavior and Safety, Restorative justice

Implement incentive program to recognize students for appropriate behavior aligned to behavior norms	Administrative	Sep 6, 2016 to Jun 20, 2017	*(Blank)*	Behind

Attendance, Incentive, Behavior

Fund after school detention	Admin	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

SEL, Behavior supports;

Provide Tier I enrichment support Saturday School, targeting students to move from average percentiles to hi-average percentiles (NWEA MAP)	Admin	Sep 19, 2016 to May 19, 2017	*(Blank)*	Behind

Student enrichment

Identify 3 to 5 positive behavior expectations known by Brown's Learning Community.	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

SEL, Restorative justice

Staff teach/model/reinforce expected behavior Implement standard protocols for documenting and monitoring misconducts	Admin	select	*(Blank)*	Behind

SEL, Restorative approaches

Reduce suspension rates by half From SY 2014-15.	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

SEL, Restorative justice

Complete My Voice, My School Survey (90%)	Admin.	Mar 1, 2017 to May 1, 2017	*(Blank)*	Behind

Parent engagement

Close the achievement gap between diverse learners and general education population by providing and tracking Tier II and III support daily.	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

MTSS

Provide SEL professional development that include Restorative practices and classroom management.	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

SEL

Strategy 3

If we do...	...then we see...	...which leads to...
If we remain committed to leadership and collective responsibility by fulfilling our shared vision of success.	a focus on high expectations for staff and students, motivating the entire school community to continue striving for success for every student.	10-15% gain each year on the NWEA and PARCC assessments.

Tags:
Leadership and collective responsibility

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
ILT will meet bi weekly with Administration and then with Teacher Teams to discuss and analyze data and ensure progress monitoring.	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

ILT

Administration conducts daily walk through visits and provides coaching and feedback regarding ELA.	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Observation, Analysis of data, progress monitoring, rit instruction, small group instruction

Monitor lesson plans (weekly) to ensure lessons/activities are aligned to CCSS and incorporate DOK 3 and DOK 4 questions. Staff will receive feedback and next steps for improvement.	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Instruction

Fund teacher substitute bucket ensuring staff participation in Network and district professional development	Administration	Jul 1, 2016 to Jun 20, 2017	*(Blank)*	Behind

Allocations of funds for purchasing materials for instruction and professional development

Schedule common weekly grade band planning time, ensuring staff and administrator participation	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Scheduling

Complete Reflect and Learn Observations (Informal/Formal) ensuring mandate compliance and identify professional development needs for staff	Administration	Aug 29, 2016 to Jun 20, 2017	*(Blank)*	Behind

Instructional Coaching, Observations

Provide Tier I Saturday School enrichment support, targeting students to move from average percentiles to hi-average percentiles (NWEA MAP).Provide Tier II intervention support after school, targeting students to move from below percentiles to above average percentiles (NWEA MAP)	Administration	Aug 29, 2016 to Jun 20, 2017	(Blank)	Behind

Intervention, Instruction

Host Quarterly ELA and Math Family sessions targeting strategies and expected performance targets for: 1) NWEA 2) PARCC and 3) Progress Monitoring Assessment	Administration	Aug 29, 2016 to Jun 20, 2017	(Blank)	Behind

Family and Community Engagement

Provide staff with professional development opportunities to support RLS components 1D (Designing Coherent Instruction), 2B (Establishing a Culture of Learning and 3C (Engaging Students in Learning)	Administration/ ILT	Aug 29, 2016 to Jun 20, 2017	(Blank)	Behind

Professional development

Schedule weekly technology preps for all grades to complete adaptive activities, digital assessments and interim assessments	Administration	Aug 29, 2016 to Jun 20, 2017	(Blank)	Behind

Assessment, Scheduling

Maintain daily attendance rate at 96%. Disseminate 5 and 10 day notices of truant students	Administration/ Teacher	Aug 29, 2016 to Jun 20, 2017	(Blank)	Behind

Attendance

Recognize students for perfect attendance with quarterly incentives and attendance socials. Host perfect attendance assembly and luncheon for parents (Two Annually)	Administration	Aug 29, 2016 to Jun 20, 2017	(Blank)	Behind

Fund after school detention	Administration	Aug 29, 2016 to Jun 20, 2017	(Blank)	Behind

Allocations of funds for purchasing materials for instruction and professional development

Monitor dashboard "On Track" report to gauge College and Career readiness	Administration	Aug 29, 2016 to Jun 20, 2017	(Blank)	Behind

On track, Administration

Maintain parent contact log book/notices	Administration	Aug 29, 2016 to Jun 20, 2017	(Blank)	Behind

Parent engagement

Designate staff to enter/monitor attendance (School wide)	Administration	Aug 29, 2016 to Jun 20, 2017	(Blank)	Behind

Attendance

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Professional development around CCSS to guide the development and alignment of unit plans supporting ELA /Math instruction. Tags: Instruction, Rigorous task, Professional development	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Purchase of new Common core based curriculum materials teacher will effective plan rigorous lesson with the focus on Depth of Knowledge skills. Fund Before/ After School, Saturday School programs. Tags: Instruction, Rigorous task, Allocations of funds for purchasing materials for instruction and professional development	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ During weekly band meetings teachers will collaboratively support each other for CCSS alignment and objective based sample student work samples. Teachers will share weekly assessment results and discuss student progress. Tags: Instruction, Rigorous task, Accountable talk, Analysis of data, progress monitoring, rit instruction, small group instruction	Administration , Teacher	Aug 29, 2016	Jun 20, 2017	Behind
✚ Implement quarterly family literacy and math nights providing strategies to supportinstruction while increasing family involvement. Tags: Instruction, Rigorous task, Parent involvement, School culture climate	Counselor	Sep 6, 2016	Jun 20, 2017	Behind
✚ Support math instruction using MARS task ensuring greater learning accountability. Task will be administered with each MIU. Post assessment results will be tracked and monitored by classroom teacher. Tags: Instruction, Rigorous task, Instruction	Teacher	Aug 29, 2016	Jun 20, 2017	Behind
✚ Qualified 7th-8th grade students will participate in an Algebra course scheduled after school. Tags: Instruction, Rigorous task, Instruction	Teacher	Aug 29, 2016	Jun 20, 2017	Behind
✚ Using the K-12 framework for science and engineering practices, crosscutting concepts, and core ideas in the science classroom. Tags: Instruction, Rigorous task, Instruction	Teacher	Aug 29, 2016	Jun 20, 2017	Behind
✚ Science plans will integrate informational literacy (Reading and Writing) with technology infused in daily lessons. Tags: Instruction, Rigorous task, Instruction	Teacher	Aug 29, 2016	Jun 20, 2017	Behind
✚ Continue to implement outside resources/field trips to enhance the science curriculum. Tags: Instruction, Rigorous task, Professional Learning	Teacher	Aug 29, 2016	Jun 20, 2017	Behind
✚ Create a monthly science theme across the grade bands Tags: Instruction, Rigorous task, Instruction	Teacher	Jun 20, 2016	Jun 20, 2017	Behind

District priority and action step	Responsible	Start	End	Status
✚ Focus on ensuring that students are engaged in rigorous task and regularly examines student work - what students are being asked to do in their classrooms - across grades or courses in all content areas. Tags: Instruction, Rigorous task, Instruction, Rigorous tasks	Teacher/Admin	Aug 29, 2016	Jun 20, 2017	Behind
✚ All IEP's are reviewed to ensure schedules are developed to allow for inclusive practices as appropriate. Tags: MTSS, SEL, Restorative justice, Diverse Learners	Administration/Case manager	Aug 29, 2016	Jun 20, 2017	Behind
✚ Classroom teachers have copies of accommodations and modifications as outlined in IEP. Tags: MTSS, SEL, Restorative justice, Diverse Learners	Case Manager	Aug 29, 2016	Jun 20, 2017	Behind
✚ All teachers meet regularly during band meetings ensuring Diverse Learners are receiving the support of the same strategies being offered to their non-disabled peers. Tags: MTSS, SEL, Restorative justice, Diverse Learners	Admin.	Aug 29, 2016	Jun 20, 2017	Behind
✚ Provide staff differentiated professional development on classroom management and best SEL practices. Tags: MTSS, SEL, Restorative justice, SEL, Classroom management	Admin	Aug 29, 2016	Jun 20, 2017	Behind
✚ Implement and Track Restorative Practice strategies Tags: MTSS, SEL, Restorative justice, Behavior and Safety, Restorative justice	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Implement incentive program to recognize students for appropriate behavior aligned to behavior norms Tags: MTSS, SEL, Restorative justice, Attendance, Incentive, Behavior	Administrative	Sep 6, 2016	Jun 20, 2017	Behind
✚ Fund after school detention Tags: MTSS, SEL, Restorative justice, SEL, Behavior supports;	Admin	Aug 29, 2016	Jun 20, 2017	Behind
✚ Provide Tier I enrichment support Saturday School, targeting students to move from average percentiles to hi-average percentiles (NWEA MAP) Tags: MTSS, SEL, Restorative justice, Student enrichment	Admin	Sep 19, 2016	May 19, 2017	Behind
✚ Identify 3 to 5 positive behavior expectations known by Brown's Learning Community. Tags: MTSS, SEL, Restorative justice, SEL, Restorative justice	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Staff teach/model/reinforce expected behavior Implement standard protocols for documenting and monitoring misconducts Tags: MTSS, SEL, Restorative justice, SEL, Restorative approaches	Admin			Behind
✚ Reduce suspension rates by half From SY 2014-15. Tags: MTSS, SEL, Restorative justice, SEL, Restorative justice	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Complete My Voice, My School Survey (90%) Tags: MTSS, SEL, Restorative justice, Parent engagement	Admin.	Mar 1, 2017	May 1, 2017	Behind
✚ Close the achievement gap between diverse learners and general education population by providing and tracking Tier II and III support daily. Tags: MTSS, SEL, Restorative justice, MTSS	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Provide SEL professional development that include Restorative practices and classroom management. Tags: MTSS, SEL, Restorative justice, SEL	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ ILT will meet bi weekly with Administration and then with Teacher Teams to discuss and analyze data and ensure progress monitoring. Tags: Leadership and collective responsibility, ILT	Administration	Aug 29, 2016	Jun 20, 2017	Behind

District priority and action step	Responsible	Start	End	Status
✚ Administration conducts daily walk through visits and provides coaching and feedback regarding ELA. Tags: Leadership and collective responsibility, Observation, Analysis of data, progress monitoring, rit instruction, small group instruction	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Monitor lesson plans (weekly) to ensure lessons/activities are aligned to CCSS and incorporate DOK 3 and DOK 4 questions. Staff will receive feedback and next steps for improvement. Tags: Leadership and collective responsibility, Instruction	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Fund teacher substitute bucket ensuring staff participation in Network and district professional development Tags: Leadership and collective responsibility, Allocations of funds for purchasing materials for instruction and professional development	Administration	Jul 1, 2016	Jun 20, 2017	Behind
✚ Schedule common weekly grade band planning time, ensuring staff and administrator participation Tags: Leadership and collective responsibility, Scheduling	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Complete Reflect and Learn Observations (Informal/Formal) ensuring mandate compliance and identify professional development needs for staff Tags: Leadership and collective responsibility, Instructional Coaching, Observations	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Provide Tier I Saturday School enrichment support, targeting students to move from average percentiles to hi-average percentiles (NWEA MAP).Provide Tier II intervention support after school, targeting students to move from below percentiles to above average percentiles (NWEA MAP) Tags: Leadership and collective responsibility, Intervention, Instruction	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Host Quarterly ELA and Math Family sessions targeting strategies and expected performance targets for: 1) NWEA 2) PARCC and 3) Progress Monitoring Assessment Tags: Leadership and collective responsibility, Family and Community Engagement	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Provide staff with professional development opportunities to support RLS components 1D (Designing Coherent Instruction), 2B (Establishing a Culture of Learning and 3C (Engaging Students in Learning) Tags: Leadership and collective responsibility, Professional development	Administration/ ILT	Aug 29, 2016	Jun 20, 2017	Behind
✚ Schedule weekly technology preps for all grades to complete adaptive activities, digital assessments and interim assessments Tags: Leadership and collective responsibility, Assessment, Scheduling	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Maintain daily attendance rate at 96%. Disseminate 5 and 10 day notices of truant students Tags: Leadership and collective responsibility, Attendance	Administration/ Teacher	Aug 29, 2016	Jun 20, 2017	Behind
✚ Recognize students for perfect attendance with quarterly incentives and attendance socials. Host perfect attendance assembly and luncheon for parents (Two Annually) Tags: Leadership and collective responsibility	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Fund after school detention Tags: Leadership and collective responsibility, Allocations of funds for purchasing materials for instruction and professional development	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Monitor dashboard "On Track" report to gauge College and Career readiness Tags: Leadership and collective responsibility, On track, Administration	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Maintain parent contact log book/notices Tags: Leadership and collective responsibility, Parent engagement	Administration	Aug 29, 2016	Jun 20, 2017	Behind
✚ Designate staff to enter/monitor attendance (School wide) Tags: Leadership and collective responsibility, Attendance	Administration	Aug 29, 2016	Jun 20, 2017	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

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

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

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> Brown Academy will involve parents in the development, periodic review, and revisions of the NCLB Title I parent involvement plan and policy via Opening Annual Information Meeting, during monthly meetings, as well as the posting of NCLB Title 1 newsletter in order to effectively solicit input and suggestions of parents.

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

> On September 22, 2016 at 4:00 the Principal will hold the Title 1 Annual Meeting and the Title 1 PAC Organizational Meeting. The Principal will address the audience to inform them of our NCLB, Title 1 Programs. Our PAC chairperson will also speaks to invite any and all parents willing to support this program. Flyers are distributed for Annual Information Meeting date and time. All PAC meetings are posted in monthly bulletins as well as on school marquee and inside of the building.

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

Parents are informed of the school's academic standards and accomplishments in our parent handbook, opening bulletin, and during open house program. Parents also receive a copy of our School Report Card and individual reports on student achievement on local assessment. In September we wil schedule our State of The School Address to inform parents of testing results and planned goals and targets for the school year. We will have another end of year State of The School Address to inform parents of our accomplishments or challenges.We offer computer class to parents to assist in monitoring their parent portal to keep up to date with their students progress. Parents/Teachers conferences are encouraged and staff are all instructed to keep parents informed regarding student progress.

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

Administration maintains an open door policy for all of our parents. We welcome feedback concerns and accolades from our parents. All LSC/PAC meetings are posted on school Marquee, Web site as well as inside the building. We also include meeting dates and times in our monthly bulletin/newsletter. The opinions of our parents are encouraged and welcomed.

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.

Parents will receive individual reports of their students progress on state assessments including the sentences and stay nine in the form of parent letters provided on Dashboard

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.

All of our staff of highly qualified. Should there be a change in on status parents will receive written notice from the principal as per Title I guides

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

Parents are informed of school's academic standards and accomplishment in parent handbook, Opening bulletin, and during Open House program. Parents also receive a copy of our School Report Card and individual student achievement on local assessment. In February we scheduled our State of The School Address to inform parents of testing results and planned goals and targets for the school year. We offer computer classes to parents to assist in monitoring their parent portal to keep up to date with a student's progress

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

We schedule clinics twice during the school year to offer support to our parents and assisting the students with homework. We also seek opportunities to support parents during "Open House" and report card pickup by providing a table with the available resources and materials. We offer computer classes to parents to assist in monitoring their parent portal to keep up to date with their student's progress

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

During the opening procedures with staff we focus on building relationships between home and school with ideas and opening conversation of Do's and Do Not's. We use our staff handbook to offer suggestions for staff when conversing with parents. We advise staff when to step back from difficult conversation and to bring in administration.

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

Our Head Start program involves parents with monthly parent meetings including suggestions of how parents can support their pre-–schoolers. Teachers also provide parents with daily checklist during pickup and drop-off regarding student performance and expectations.

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

Parents receive monthly bulletins informing them of parent programs, meetings and other activities. We also use our marquee inside/outside to post school events.

Policy Implementation Activities

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

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

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

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

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

n/a

Parent Compact   Complete

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

Currently all teachers have met the guidelines for highly qualified teaching credentials. All instruction will be aligned with state/common core standards. Students will be assessed at regular intervals to monitor strengths and weaknesses interventions measures are used to address student deficiencies. The entire student body of Ronald H Brown will strive to achieve their highest potential, the ability to read fluently, speak and write effectively cultivate higher order thinking through interactive discovery. This commitment of excellence will remain the focus of all stakeholders within this school community.

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.

Parents are encouraged conference with teachers. Staff are available for parent conference before and after school hours as well as during prep periods when the need occurs.

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

Parents are provided with five week progress reports, and 10 week reportcards. All parents are encouraged to use their parent portal for up to date documentation their student's achievement.

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

Parents are encouraged to conference with teachers staff are available for parent conferences or in school as well as during their prep periods when the need occurs.

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

We have a parent volunteers for a.m.. entrance and dismissal procedures we have also use volunteer during our lunch/recess periods. Parents are encouraged to volunteer to support classrooms operations with their available time and schedules.

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

Our expectoration for parent support are clearly outlined in our parent handbook. As a part of our daily procedures parents are called when students are absent or more than 15 min. tardy. Parents are also informed when students do not turn in homework assignments. We provide training for parents on accessing their parent portal to maintain up to date on their student's achievement. Parents will receive monthly "Tips For Parents" in Principal's newsletter.

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

Parents are informed of decision-making matters during After-school Workshops, LSC meetings, PAC meetings, assemblies, and monthly bulletins.

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

Students receive words of encouragement daily through intercom announcements, they also recite the school pledge to motivate and focus their day. Students are encouraged to maintain perfect attendance with monthly assemblies were incentives are awarded to those students with perfect attendance. Children are also identified and acknowledge through our student of the month incentives.

Parent Budget   Complete

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

To provide a variety of training opportunities for parents to assist and support their students at home and school.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 800 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 400 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 1000 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510	**Postage** Must be used for parent involvement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount .00