Lorenz Brentano Math & Science Academy ES 2020-2022 plan summary

Team

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Kim Gapinski	Parent LSC member	kimberly.gapinski@chicagoparkdistrict.com	No Access

Team Meetings

Date	Participants	Topic
02/13/2020	Staff	SEF review

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: See above
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: See above

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: See above
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: See above
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 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
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: See above
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: See above
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 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)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 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
  - o **Evidence**: See above

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: See above
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: See above
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- o **Evidence**: See above
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: See above
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 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).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: See above

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**2**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Improved equity in interventions and assessment/grading to support students in priority group
Root Cause 1	On track metric indicates Brentano program leaves African-American males at Brentano are disproportionately off-track
Area of Critical Need 2	Need for greater structure in high school transition process
Root Cause 2	Incompletely organized and monitored family touchpoints for 5th to 8th grade as part of transition process
Area of Critical Need 3	Exclusionary disciplinary remains present in some places, with particularly impact on priority group students

Root Cause 3	Discipline data indicates Brentano disciplines African-American male students disproportionately

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Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Growth G3-8 (Reading) Identified inequitable results for subgroups within overall performance	Latinx		60.00	62.00
	Students with IEPs		42.00	46.00
Vision: NWEA Growth G3-8 (Math) Identified inequitable results for subgroups within overall performance	EL		55.00	60.00
	Students with IEPs		55.00	60.00
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Over the next two survey cycles we will maintain a well-organized status which yields us 5 points per year				5.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Increasing on-track percentage -- priority groups: AA males *As of week 23, 2020 used as baseline instead of 2018-19 actual	37.50	45.00		50.00	55.00
Increasing on-track percentage -- priority groups: DLs *As of week 23, 2020 used as baseline instead of 2018-19 actual	32.50	40.00		45.00	50.00

Strategies

Strategy 1

If we do...	Continue development of clearer school-wide system for MTSS and build teachers' capacity to implement and document academic and social-emotional interventions. This work includes creating an MTSS team that will lead teachers to more successfully and universally implement powerful Tier 1 instruction for academics and social-emotional learning/restorative practices, as well as supporting teachers in identifying, implementing, and progress monitoring Tier 2 and 3 interventions.
Then we see...	Teachers consistently and effectively implementing Tier 1 instruction in terms of both academic lessons and social-emotional support/restorative practices. Teachers working with the MTSS team to identify students in need of Tier 2 and Tier 3 academic and SEL interventions. Teachers working with the MTSS team to select and implement appropriate intervention strategies, while progress monitoring the impacts of these interventions and escalating or deescalating as needed
which leads to...	Greater academic growth and achievement, as well as interpersonal relationships and behaviors, for all students but in particular those in priority groups and in need of interventions. Specifically this work will lead to >80% of students on-level in TRC in grades K2, >80% meeting expectations for attainment and growth in grades 2-8, a reduction in students receiving failing grades, a reduction in office referrals in all grades, and an increase in On-Track percentages to 55% for priority groups by 2022
Budget Description	-Possible investment in stipend for MTSS leader -Possible investment in extended day work for MTSS team -Possible investment in intervention programming (i.e. Lexia, Dreambox) for students in need of supports
Tags	MTSS
Action steps	• (Not started) Re-form MTSS leadership team and empower team to relaunch cycle of inquiry by collecting data across all aspects of MTSS, including teacher and RSP interventions, interventions data from previous intervention efforts, and academic and behavioral data indicating students' needs for intervention.

	Diagnose problems based on root cause data analysis-- what is working in current MTSS system? What is keeping it from being stronger? What work is needed? Tags:MTSS • (Not started) MTSS leadership team develops and publishes next generation of school-wide MTSS approach, including plans for identification of students, selecting interventions, scheduling interventions, monitoring student progress, and communicating with families.. Focus on menu of interventions and standardizing progress monitoring Tags:MTSS • (Not started) MTSS leadership team creates and implement yearlong PD plan to build staff capacity to implement MTSS system Tags:MTSS • (Not started) Continuously progress monitor by reviewing MTSS data and SEL/achievement data for students receiving and graduated from interventions, with a focus on On Track metric for priority groups Tags:MTSS

Strategy 2

If we do...	Lead students to increase academic achievement and self-reliance while building staff capacity to guide students and families through the high school transition process. This includes reestablishing a Transitions leadership team that builds and supports implementation of a 5th-8th grade high school readiness and matriculation plan for students and parents.
Then we see...	Brentano teachers and staff implementing a transitions program that builds student and parent awareness of high school options and applications processes beginning in 5th grade, ensures 6th grade students and parents have strong understanding of the high school application and selection process, leads 7th grade students to qualify and apply for best fit schools while having an awareness of all choice options, prepares 8th graders to gain acceptance to best fit schools, and makes Brentano graduates ready for success in the high school they enter.
which leads to...	Brentano alumni thriving in strong high schools and transitioning successfully to college and beyond. Specifically: 100% of Brentano 8th graders enroll in a ?Best Fit? high school; 90% of Brentano graduates are on track by the end of their Freshman year; 100% of 7th graders develop a list of and apply to a range of Best Fit school options and can articulate grades and scores needed for acceptance to each; 100% of 6th graders at EOY can accurately describe high school options by type and the components of their high school application; 100% of 5th graders in quarter 1 can describe the components of high school application and describe 3 high schools; 100% of 6th and 7th grade parents can accurately describe high school options by type and the components of their children's? high school application

Budget Description	-Possible funding for Transitions leadership team, including after-school pay for parent workshops -Possible funding for Transitions budget (i.e. high school field trips)
Tags	Transitions, College & Career Access, & Persistence
Action steps	• (Not started) Re-establish Transitions team including Counselor, representatives of 7/8 and 5/6 grade teams. Restart a cycle of inquiry by collecting data across high school transition processes, including interviews with students, teachers, and families, plus high school transition data from previous alumni classes. Diagnose problems based on root cause data analysis as measured by the cycles of inquiry. What is currently working? What is holding us back from doing better? How can we improve? Tags:Transitions, College & Career Access, & Persistence • (Not started) Transitions team creates and publishes a 5th to 8th grade scope and sequence for high school readiness activities, i.e. annual high school visit for 5th grade in spring, 6th grade in fall; family meeting for 5/6 in spring, etc. Purpose is to routinize and share high school readiness experiences all Brentano students experience throughout middle school Tags:Transitions, College & Career Access, & Persistence • (Not started) Transitions team leads PD for all staff during BOY PD week 2020 (ideally at a high school, similar to 2019 BOY PD week), focused on "gate opening" mindset and reintroducing transitions timeline Tags: • (Not started) Implement Transitions scope and sequence, including student experiences and family meetings for 5th to 8th grade Tags: • (Not started) Create and implement yearlong PD plan to build teachers' capacity to support 5th-8th grade students in high school transitions process Tags:Transitions, College & Career Access, & Persistence • (Not started) Continuously progress monitor by reviewing high school transitions data and freshmen on track data each spring, as well as high school persistence of Brentano graduates Tags:Transitions, College & Career Access, & Persistence

Strategy 3

If we do...	Formalize school-wide systems for restorative approach to discipline, continue building alignment and capacity across staff to implement responsive, restorative, and pro-social

	Tier 1 classroom environments and responses to harm, and empower a team to monitor and intervene for students with Tier 2 and 3 SEL needs.
Then we see...	Improved and aligned Tier 1 classroom environments and restorative response to typical misconduct school-wide, plus a school-wide intervention response for students with more intensive SEL and behavioral need. This also leads to staff having an aligned mindset in terms of restorative approach to school culture and equitable discipline.
which leads to...	Aligned and positive student experiences in classrooms throughout the school, reduced referrals and exclusionary discipline, increased On Track percentages for all student groups but in particular students receiving Tier 2 and 3 behavioral interventions, as well as priority groups to 55% by 2020
Budget Description	-Continue to invest in Restorative Practices dean for 5th to 8th grade -Continue to invest in Culture and Climate team outside of school work
Tags	Supportive and Equitable Approaches to Discipline
Action steps	(Not started) Formalize roles for school-wide discipline leadership, including AP as K-4 Dean and RP Dean/Case Manager as 5th-8th Dean Tags:Supportive and Equitable Approaches to Discipline (Not started) Formalize Culture and Climate Team including discipline leads, counselor, and diverse staff representation Tags:Supportive and Equitable Approaches to Discipline (Not started) Discipline leads relaunch cycle of inquiry by collecting information on current state of discipline practices. Team engages in conversations with students, staff, and families, as well as examining available misconduct data. What is working? What could be working better? What is the root cause preventing us from improving practices? Tags:Supportive and Equitable Approaches to Discipline (Not started) Discipline leads work with Culture and Climate Team to redesign and republish school-wide expectations and standardization for Tier 1 restorative response to misconduct Tags:Supportive and Equitable Approaches to Discipline (Not started) Discipline leads and CCT design and implement yearlong PD plan for all faculty regarding disciplinary alignment, expectations, and plans, beginning with BOY PD Tags:Supportive and Equitable Approaches to Discipline

	• (Not started) Discipline leads and CCT meet regularly, monitoring disciplinary progress, implementing and tracing interventions for Tier 2 and 3 students, and working to continuously improve school-wide approach to discipline Tags:Supportive and Equitable Approaches to Discipline

Action Plan

Strategy 1

Re-form MTSS leadership team and empower team to relaunch cycle of inquiry by collecting data across all aspects of MTSS, including teacher and RSP interventions, interventions data from previous intervention efforts, and academic and behavioral data indicating students' needs for intervention. Diagnose problems based on root cause data analysis-- what is working in current MTSS system? What is keeping it from being stronger? What work is needed?

Aug 03, 2020 to Aug 31, 2020 - Admin / ILT / MTSS team

MTSS leadership team develops and publishes next generation of school-wide MTSS approach, including plans for identification of students, selecting interventions, scheduling interventions, monitoring student progress, and communicating with families.. Focus on menu of interventions and standardizing progress monitoring

Aug 03, 2020 to Aug 31, 2020 - MTSS team

MTSS leadership team creates and implement yearlong PD plan to build staff capacity to implement MTSS system

Aug 03, 2020 to Jun 30, 2021 - MTSS team

Continuously progress monitor by reviewing MTSS data and SEL/achievement data for students receiving and graduated from interventions, with a focus on On Track metric for priority groups

Jul 01, 2021 to Jun 30, 2022 - MTSS team

Strategy 2

Re-establish Transitions team including Counselor, representatives of 7/8 and 5/6 grade teams. Restart a cycle of inquiry by collecting data across high school transition processes, including interviews with students, teachers, and families, plus high school transition data from previous alumni classes. Diagnose problems based on root cause data analysis as measured by the cycles of inquiry. What is currently working? What is holding us back from doing better? How can we improve?

Jun 01, 2020 to Jul 31, 2020 - Admin team / Transitions team

Transitions team creates and publishes a 5th to 8th grade scope and sequence for high school readiness activities, i.e. annual high school visit for 5th grade in spring, 6th grade in fall; family

meeting for 5/6 in spring, etc. Purpose is to routinize and share high school readiness experiences all Brentano students experience throughout middle school

Jul 01, 2020 to Aug 28, 2020 - Transitions team

Transitions team leads PD for all staff during BOY PD week 2020 (ideally at a high school, similar to 2019 BOY PD week), focused on "gate opening" mindset and reintroducing transitions timeline

Aug 31, 2020 to Sep 04, 2020 - Transitions team

Implement Transitions scope and sequence, including student experiences and family meetings for 5th to 8th grade

Sep 01, 2020 to Jun 30, 2021 - Transitions team

Create and implement yearlong PD plan to build teachers' capacity to support 5th-8th grade students in high school transitions process

Sep 01, 2020 to Jun 30, 2021 - Transitions team

Continuously progress monitor by reviewing high school transitions data and freshmen on track data each spring, as well as high school persistence of Brentano graduates

Jul 01, 2021 to Jun 30, 2022 - Transitions team

Strategy 3

Formalize roles for school-wide discipline leadership, including AP as K-4 Dean and RP Dean/Case Manager as 5th-8th Dean

Jun 01, 2020 to Jul 31, 2020 - Admin team

Formalize Culture and Climate Team including discipline leads, counselor, and diverse staff representation

Jun 01, 2020 to Jul 31, 2020 - Admin team

Discipline leads relaunch cycle of inquiry by collecting information on current state of discipline practices. Team engages in conversations with students, staff, and families, as well as examining available misconduct data. What is working? What could be working better? What is the root cause preventing us from improving practices?

Jun 01, 2020 to Aug 01, 2020 - CCT and discipline leads

Discipline leads work with Culture and Climate Team to redesign and republish school-wide expectations and standardization for Tier 1 restorative response to misconduct

Jun 01, 2020 to Aug 31, 2020 - CCT and discipline ledas

Discipline leads and CCT design and implement yearlong PD plan for all faculty regarding disciplinary alignment, expectations, and plans, beginning with BOY PD

Jun 01, 2020 to Jun 30, 2021 - CCT and discipline leads

Discipline leads and CCT meet regularly, monitoring disciplinary progress, implementing and tracing interventions for Tier 2 and 3 students, and working to continuously improve school-wide approach to discipline

Jun 01, 2020 to Jun 30, 2021 - CCT and discipline leads

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

SEF as part of CIWP process

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

CIWP process, including goals and strategies

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

CIWP process, including goals and strategies

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement

standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

CIWP process, including goals and strategies

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

For each vacant position, we form a hiring committee. Committee reviews all resumes, conducts phone interviews with 30-50 candidates per position, then conducts in-person demo lessons and follow-up interviews. Team considers all applicant data, as well as references, before making selections.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

School professional learning plan includes yearlong professional development built on cycles of inquiry. Cycles include beginning-of-year, midyear, and end-of-year PD, as well as weekly hour-long learning meetings.

Strategies to increase parent involvement, such as family literacy services.

School prioritizes parent involvement, partnering with PAC, BAC, Friends of Brentano, and Library Committee. Through these organizations, we offer continuous programming as well as leadership and volunteer opportunities for families.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Teachers and staff across three preschool classrooms work with all families to transition to Kindergarten, prioritization matriculation to Brentano Kindergarten when possible.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers make up Instructional Leadership Team and Professional Problems Committee, voting on yearly assessment plan.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

ILT and grade teams work through MTSS process to analyze data, identify students for intervention, and support students in all tiers in progressing.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing

programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Administrative team, including Principal, Assistance Principal, Counselor, and Case Manager, work to coordinate wraparound services to support all families. School works in partnership with BAC, PAC, and other family committees to ensure support across all programs.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents comprise portion of CIWP team and conduct CIWP approval process through parent representation on LSC. Principal and Assistant Principal are also school parents and involved in all committees.

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

Brentano PAC operates in full compliance with all Title 1 regulations, working in partnership with FACE office of CPS. Projected dates for 2020 meetings are September 15 and October 15.

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

We present all important information to parents in English and Spanish and use in-person meetings, phone calls, paper notices, and emails to make our communication understandable and broadly accessible. In addition, parents have voice through the CIWP process and through future engagement for targeted high school transitions support.

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.

We provide Progress Reports and Report Cards in accordance with CPS calendar. We also share information about children's performance as we engage parents on a regular basis through PAC meetings, parent events such as literacy night and math night, and through parent-teacher conferences, the school regularly supports parents in understanding academic standards and children's performance and needs

Schools will provide 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.

We hire only highly qualified teachers. In the event a teacher was not present, letter would be issued by main office by paper or email.

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

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

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

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

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

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

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

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

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

All meetings and workshops for families are presented in both English and Spanish.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

N/A

School-Parent Compact (Complete)

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

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

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

Parent-teacher conferences will occur at a minimum once per semester in following with the CPS academic calendar. Conferences for 2018-9 will be in accordance with the CPS calendar.

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

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

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

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

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

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

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

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

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

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

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

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

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to

increase student academic achievement through parental and family engagement involvement; specify your goals.

Parent budget and goals TBD depending on 2019-20 budget and priorities established in annual PAC meeting and PAC budgeting sessions in September.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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.	$331.00
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.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
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)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00

53306	**Software** Must be educational and for parent use only.	$0.00
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.	$0.00