

E.C. Brooks Elementary School

Plan Overview 2019-2022

<i>Mission</i>				
We are committed to developing a community of learners who are academically proficient, demonstrate strong character, and exhibit self-confidence				
<i>Vision</i>				
We strive to ensure that E.C. Brooks students achieve high standards of academic, emotional, and social success for all students in an exemplary, child centered, safe, and supportive teaching and learning community. We commit to preparing our students to function in a technologically advanced society by developing 21 st century skills, while promoting hands-on experiences and project based learning.				
<i>Core Values</i>				
<p>E.C. Brooks Students know how to:</p> <ul style="list-style-type: none"> • be respectful • be open-minded • act safely • be responsible 				
<i>Theory of Action</i>				
If we strengthen our teaching and learning by building on educator’s instructional skills in order to meet the diverse needs of all students, adjust our practices as needed, and provide high quality effort and work; students will then demonstrate measurable growth and be academically proficient.				
<i>Strategic Objectives</i>				
<p>1. High Quality Instruction Increase student achievement by strengthening teaching & learning</p>	<p>2. Effective Student Support Systems Create an inclusive, culturally responsive learning environment</p>	<p>3. Strong family and community relationships Empower families and the community through collaboration</p>	<p>4. Team excellence Cultivate and recruit a highly skilled workforce</p>	<p>5. Public Confidence & Pride Implement effective strategies to raise the profile and reputation of E.C. Brooks Elementary School</p>
<i>Strategic Initiatives</i>				
1.1 Use disaggregated data to	2.1 Build authentic culturally	3.1 Maintain appropriate	4.1 Continue to recruit and	5.1 Create and implement an

create and implement an instructional plan that includes tiered supports for all learners	responsive relationships through sustaining and expanding implementation of Morning Meeting & Closing Circle, as well as initiating problem solving skills through Playworks.	system of communication between home and school that provides evidence of academic and social/emotional supports, while maximizing the Family Engagement Team's ability to promote engagement of all families through monthly academic, theme-based & PBIS events.	support highly qualified staff who use a Growth Mindset to reflect upon their strengths and weakness of current practices.	effective communication plan to highlight the positive programs and events that increase a sense of pride within the school.
1.2 Provide differentiated professional development to all staff that includes strengthening teacher's ability to deliver high quality, standards-based instruction	2.2 Fidelity to our Tier I PBIS system that provides students with a safe and positive learning environment where they are comfortable taking academic risks, while developing our skills to identify, develop, and implement a plan of action for Tier II students.	3.2 Continue to build community partnerships (Foster Grandparent Program, UMass, Child & Family, etc.) to encourage the development of the whole child at E.C. Brooks.	4.2 Develop the capacity of school-based instructional leaders by attending District PLC's (PBIS, Tiered Literacy, Playworks, etc.) that provide professional development opportunities to teachers which will support student learning.	5.2 Utilize a variety of media to maximize awareness and support of E.C. Brook's goals, objectives, and programs.
1.3 Rigorous standards-based instruction through the implementation of well-structured lessons that align to the common core and NBPS curriculum maps and the ability to adjust practice as needed according to individual student need.	2.3 Maximize our Building Based Support team and SEI cycle review case studies to identify academic, behavioral and socio-emotional supports for students. Data will be analyzed to develop a plan of action that includes interventions and accommodations based on individual needs of students	3.3 Use of PBIS & Attendance Data to assist families in problem-solving matters related to social, emotional, behavioral, and attendance concerns.	4.3 Use data analysis through the collaboration of SILT, Grade Level/Vertical Team Meetings, Data Meetings, etc. to adjust practice and build capacity for teachers to meet the needs of all learners.	
Outcomes				

Outcome 1.A-Data from STAR & DIBELS Assessment will indicate a 40% reduction in the number of students not meeting grade level expectations

Outcome 1.B-Data from STAR & DIBELS Assessment will indicate a 10% reduction of students not meeting grade level expectations

Outcome 1.C-There will be an increase of 10% of students who exceed grade level expectations in STAR ELA, STAR MATH, and DIBELS

Outcome 1.D-80% of students will meet or exceed their individualized scaled score target in STAR ELA and STAR Math

Outcome 1.E-Students will improve their vocabulary development and defining skills in order to communicate complete, specific, and meaningful thoughts verbally and written form.

Outcome 1.F-Students will improve their understanding of reading comprehension when analyzing a text to determine character motivation and perspective

Outcome 1.G-Students will develop their Conceptual understanding of Math through the implementation of models and best practices such as the open number line, the part-whole model, and decomposition of numbers in order to explain and demonstrate their thinking using academic language (orally) and in writing

Outcome 2.A-A decrease in the number of office referrals that was distributed to students from 2018-2019 to 2019-2020

Outcome 2.B-Decrease the number of students being referred for special education testing

Outcome 2.C-Instructional practices will explore various teaching styles to meet the needs of individual students and to further the learning, while taking advantage of the diversity of the students to enrich their learning experiences

Outcome 2.D-An increase of student engagement to influence self-esteem and motivation on student’s enthusiasm and ability to learn.

Outcome 3.A-90% of families that attend school-based curriculum events and respond to a survey stating that they walked away with a better understanding of what their child is learning in the classroom.

Outcome 3.B-Meet or exceed the chronic absenteeism target

Outcome 4.A-Through classroom observations, teachers will receive a rating of Proficient on Well-Structured Lessons, Adjustment to Practice, Meeting Diverse Needs and Quality of Effort & Work,

Outcome 4.B-80% of students will meet grade level expectations on monthly performance assessments

Outcome 5.A-Effective communication will take place with families utilizing our website, social media, robo calls, and monthly newsletters that increase the awareness of the positive initiatives/programs/events taking place at E.C. Brooks

Note: This Plan Overview template depicts a plan with four strategic objectives. Delete or add a column, as necessary, to accommodate a plan with three or five strategic objectives.

E.C. Brooks Elementary School

Action Plan Template, 2019-20

Goal 1: High-Quality Instruction-Increase student achievement by strengthening teaching and learning

Strategic Initiative 1.1 Use disaggregated data to create and implement an instructional plan that includes tiered supports for all learners

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Consistently analyzing data of all formative and summative assessments and using that data to drive instruction and adjust practices. Student goals will be adjusted as needed upon data conclusions and feedback will be provided to students on ways to show growth.	<ul style="list-style-type: none"> • Leadership Team • Support Staff • Teachers 	September 2019-ongoing	
Individual student data binders will be maintained to measure progress towards intended outcomes on individual student learning goals.	<ul style="list-style-type: none"> • Principal • TLS • Teacher • Student 	September 2019-ongoing	
Ongoing Look At Student Work Samples that identify strengths and areas of concern to inform instructional practices	<ul style="list-style-type: none"> • Leadership Team • Support Staff • Teachers 	Monthly	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
STAR, DIBELS, DRAs, and District CFA are completed for all students in order to identify instructional reading and math practices.	<ul style="list-style-type: none"> • Principal • TLS • Reading Specialist • Teachers 	Sept. 2019-ongoing (District Assessment Calendar)	
Formative assessments/exit tickets (Checks for student understanding) are embedded into daily routines and throughout the lesson in order to make instructional decisions and provide scaffolds/supports for various needs of students based on those observations and documentation.	<ul style="list-style-type: none"> • Teachers 	Daily	
Teams will analyze student data points and develop an action plan to implement for particular students.	<ul style="list-style-type: none"> • Principal • TLS • Teachers • Support Staff • BBST Team/SEI Cycle Review Team 	Weekly	

Goal 1: High-Quality Instruction-Increase student achievement by strengthening teaching and learning

Strategic Initiative 1.2-Provide differentiated professional development to all staff that includes strengthening teacher’s ability to deliver high quality, standards-based instruction

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Participate in tiered academies/trainings to build capacity of teachers: <ul style="list-style-type: none"> ➤ Tiered Literacy Academy ➤ Doug Duff (Building & Sustaining Math Success) 	<ul style="list-style-type: none"> • Principal • TLS 	August 2019- June 2020	
Design PD for Standards-Based Instruction that incorporates Tiered Levels of Support and embedded assessments utilizing Universal Design	<ul style="list-style-type: none"> • Principal • TLS 	August 2019- June 2020	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Collaboration and planning between grade level teams will establish standards-based instruction that emphasizes the connection between planning, instruction, assessment, and student work analysis to create Tier 1, 2, and 3 supports within Core Instruction.	<ul style="list-style-type: none"> • Leadership Team • Support Staff • Teachers 	August 2019- June 2020	
Strategies learned from the Tiered Literacy Academy and Conceptual Math embedded into lesson plans and observed during learning walks.	<ul style="list-style-type: none"> • Leadership Team • Tiered Literacy Team • Teachers 	August 2019- June 2020	
Professional Development surveys will indicate favorable responses to PD sessions and provide feedback to drive future PD	<ul style="list-style-type: none"> • Principal • Leadership Team 	August 2019- June 2020	

Goal 1: High-Quality Instruction-Increase student achievement by strengthening teaching and learning

Strategic Initiative 1.3- Rigorous standards-based instruction through the implementation of well-structured lessons that align to the common core and NBPS curriculum maps and the ability to adjust practice as needed according to individual student need.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Review MCAS performance data to determine focus areas to implement appropriate supports and interventions in the form of an action plan	<ul style="list-style-type: none"> Principal TLS Teachers 	September 2019	
Lesson Plan Feedback provided to teachers regarding the school-wide look fors that should be embedded into daily routines/procedures	<ul style="list-style-type: none"> Principal TLS 	Weekly	
Embed instructional dialogue & analysis and inquiry opportunities for students to explain their thinking and reasoning skills, while engaging in activities that promote students to lead their learning.	<ul style="list-style-type: none"> Principal TLS 	Monthly	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Adjustments to practices are made in connection to the data analyzed through formative assessments	<ul style="list-style-type: none"> Leadership Team Support Staff Teachers 	September 2019-ongoing	
Utilize the District Curriculum Maps and Instructional Guide	<ul style="list-style-type: none"> Teachers 	September 2019-	
Informal & Formal Classroom Observations conducted and high-quality feedback given regarding the school's focus areas around Well-Structured Lessons, Adjustment to Practice, Meeting Diverse Needs, and Quality of Effort & Work.	<ul style="list-style-type: none"> Principal TLS District Leadership Team 	September 2019-Ongoing	
Informal & Formal Learning Walks will be conducted to observe that Instructional Dialogue, Analysis & Inquiry, and Productive Grappling is taking place within the classroom learning activities.	<ul style="list-style-type: none"> Principal TLS District Leadership Team Teachers 	September 2019-Ongoing	

Goal 2: Effective Student Support Systems-Create an inclusive, culturally responsive learning environment

Strategic Objective 2.1-Build authentic culturally responsive relationships through sustaining and expanding implementation of Morning Meeting & Closing Circle, as well as initiating problem solving skills through Playworks.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Teachers will establish a positive school environment through the implementation of a Morning Meeting and Closing Circle that aligns to grade level speaking and listening skills.	<ul style="list-style-type: none"> • Teachers 	Daily	
Playworks Team will collect monthly data on how structured activities are taking place during recess, utilizing student role models that lead the group during problem-solving activities and collaboration. (2.4)	<ul style="list-style-type: none"> • Principal • SAC/Playworks Team • Teachers • Leadership Students 	Monthly	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Implementation of a Responsive Classroom Approach embedded into daily routines in order to build positive relationships between staff and students.	<ul style="list-style-type: none"> • Principal • TLS • PBIS Team 	Daily	
Students will be taught how to effectively collaborate with one another on ways to problem solving and use critical thinking skills, while utilizing accountable talk stems when having positive discussions with peers	<ul style="list-style-type: none"> • Principal • SAC/Playworks Team • Teachers 	Daily	

Goal 2: Effective Student Support Systems-Create an inclusive, culturally responsive learning environment

Strategic Objective 2.2- Fidelity to our Tier I PBIS system that provides students with a safe and positive learning environment where they are comfortable taking academic risks, while developing our skills to identify, develop, and implement a plan of action for Tier II students.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
A systematic approach will be utilized to document office/discipline referral procedures in order to hold students accountable for their actions an issue appropriate consequences as needed.	<ul style="list-style-type: none"> • Principal • PBIS Team • Teachers 	Daily & Monthly Analysis	
Staff will participate in various Professional Development Opportunities that are focused around Tier 1 and Tier 2 interventions and supports for students.	<ul style="list-style-type: none"> • Principal • PBIS Team 	Daily	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Decrease of number of office referral/discipline referrals that are completed on an individual student which will improve student participation/engagement and academic performance.	<ul style="list-style-type: none"> • Principal • PBIS Team Teachers 	Daily	
Model positive and consistent expectations and build a common language and vision amongst staff as it pertains to PBIS and Zones of Regulation.	<ul style="list-style-type: none"> • Principal • PBIS Team • Teachers 	Daily	

Goal 2: Effective Student Support Systems-Create an inclusive, culturally responsive learning environment

Strategic Objective 2.3- Maximize our Building Based Support team and SEI cycle review case studies to identify academic, behavioral and socio-emotional supports for students. Data will be analyzed to develop a plan of action that includes interventions and accommodations based on individual needs of students

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
In 4-6 weeks, the plan of action will be analyzed to review student data and the progress that has been made toward goals that were set in order to close the achievement gap.	<ul style="list-style-type: none"> • Principal • BBST Team • SEI Cycle Review Team 	September 2019-June 2020	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Building teams will provide appropriate strategies/interventions/supports utilizing the District Curriculum Accommodation Plan to put in place for individual students who are having academic & behavioral concerns.	<ul style="list-style-type: none"> • Principal • Support Staff • BBST Team/SEI Team • Teachers 	September 2019-June 2020	

Goal 3-Strong Family and Community Relationships

Strategic Objective 3.1- Maintain appropriate system of communication between home and school that provides evidence of academic and social/emotional supports, while maximizing the Family Engagement Team’s ability to promote engagement of all families through monthly academic, theme-based and PBIS events.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Maintain effective communication through E.C. Brooks Webpage, Facebook Page, Monthly Calendars, and Newsletters that highlight specific activities/events/celebrations that took place over the month.	<ul style="list-style-type: none"> Principal Family Engagement Team 	September 2019-June 2020	
Maintain an open line of communication with all families in order to build the home-to-school connection that discusses academic progress, educational success/concerns, updates regarding the curriculum, and ways to assist at home through a variety of means (Class Dojo, email, weekly evaluations, parent phone call, etc.)	<ul style="list-style-type: none"> Principal Teachers Support Staff 	September 2019-June 2020	
The Family Engagement Team will plan monthly events that bring families into the school in order to promote a positive school culture and bridge the gap from home to school.	<ul style="list-style-type: none"> Principal Family Engagement Team 	September 2019-June 2020 (Monthly)	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
The multiple sources of media will encourage families to become more involved in their child’s learning environment and stay up-to-date about specific events taking place.	<ul style="list-style-type: none"> Principal Leadership Team Teachers 	September 2019-June 2020	
Positive relationships between teachers/families/students will promote academic success.	<ul style="list-style-type: none"> Principal Support Staff Teachers 	Ongoing	
The increase of communication and strong relationships between home to school will have an increase in parent involvement and attendance at school-wide events.	<ul style="list-style-type: none"> Principal Family Engagement Team Support Staff Teachers 	Daily	

Goal 3-Strong Family and Community Relationships

Strategic Objective 3.2- Continue to build community partnerships (Foster Grandparent Program, UMass, Child & Family, etc.) to encourage the development of the whole child at E.C. Brooks

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Increase in the way students feel about school and their self, while promoting self-awareness and encouraging positive interactions between peers; that correlate to academic success.	<ul style="list-style-type: none"> • Principal • Leadership Team • SAC • Teachers • Playworks • UMass Dart. Tutors • GOTR • Foster Grandparent Program 	September 2019- June 2020	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Collaborate with the variety of Community Partnerships that will assist in closing the gap of struggling learners and offer additional support/programs that will develop the whole child.	<ul style="list-style-type: none"> • Principal • Leadership Team • Teachers • SAC • Playworks • UMass Dartmouth Tutors • GOTR • Foster Grandparent Program 	September 2019- June 2020	

Goal 3-Strong Family and Community Relationships

Strategic Objective 3.3- Use of PBIS & Attendance Data to assist families in problem-solving matters related to social, emotional, behavioral, and attendance concerns.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Decrease in the number of students that are absent, dismissed, and tardy in order to reflect additional time on learning	<ul style="list-style-type: none"> • Principal • SAC • Attendance Officer • Teachers 	Daily-Robo Calls Bi-Weekly-Attendance Meetings Monthly-Ceremonies	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Utilize the Attendance Officer and the CHIPS Program to discuss attendance concerns and establish resources that may be needed for families.	<ul style="list-style-type: none"> • Principal • SAC • Attendance Officer 	2x per month	
Bulletin Boards in the Main Hallway Entrance that will promote Attendance Procedures and Roar Expectations. Photographs of students will be displayed to recognize performances.	<ul style="list-style-type: none"> • Principal • TLS • SAC 	Weekly/Monthly	

Goal 4-Team Excellence-Cultivate and recruit a highly skilled workforce

Strategic Objective 4.1- Continue to recruit and support highly qualified staff who use a Growth Mindset to reflect upon their strengths and weakness of current practices.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Create and implement a plan to recruit highly qualified staff whose vision aligns with the mission of E.C. Brooks and understands the Social Emotional aspect of student needs.	Principal TLS	January 2020	
Participate in on-going District Professional Development in order to build the capacity of the staff within Brooks School and to increase the level of instruction that's provided to the students.	<ul style="list-style-type: none"> • Principal • Tiered Literacy Team • Playworks Team • PBIS Tier 1 Team • PBIS Tier 2 Team 	September 2019-June 2020	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Attend the Job Recruitment Fair in order to hire highly qualified staff pertaining to open positions that may be available.	<ul style="list-style-type: none"> • Principal • TLS • SAC 	May 2020	
Delivery of instruction with be reflected upon in order to adjust practice after analyzing student results and identifying strengths and areas of concern related to the lesson taught.	<ul style="list-style-type: none"> • Teacher 	Daily	
Through informal and formal learning walks, the strategies learned in various Professional Development opportunities will be embedded into daily practices.	<ul style="list-style-type: none"> • Principal TLS 	September 2019-June 2020	

Goal 4-Team Excellence-Cultivate and recruit a highly skilled workforce

Strategic Objective 4.2-Develop the capacity of school-based instructional leaders by attending District PLC’s (PBIS, Tiered Literacy, Playworks, etc.) that provide professional development opportunities to teachers which will support student learning.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Participate in various District trainings throughout the year to build the capacity of leadership teams in order to assist in translating that information over to classroom teachers.	<ul style="list-style-type: none"> • Principal • SIL Team 	September 2019-June 2020	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Through informal and formal learning walks, the strategies learned in various Professional Development opportunities will be embedded into daily practices.	<ul style="list-style-type: none"> • Principal • TLS 	September 2019-June 2020	
Through informal and formal learning walks, look for adjustments to practice that teachers have embedded into their practice to meet the needs of the diverse learners in their classrooms.	<ul style="list-style-type: none"> • Principal • TLS 	September 2019-June 2020	

Goal 4-Team Excellence-Cultivate and recruit a highly skilled workforce

Strategic Objective 4.3- Use data analysis through the collaboration of SILT, Grade Level/Vertical Team Meetings, Data Meetings, etc. to adjust practice and build capacity for teachers to meet the needs of all learners.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Utilize various data points to analyze student growth and progression toward individual goals and academic success	<ul style="list-style-type: none"> • Principal • Leadership Team • Support Staff • Teachers 	September 2019-June 2020	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Formative/Summative Assessments are completed for all students in order to identify differentiation/scaffolds that need to be put into place during reteach opportunities for students who need further instruction understanding a given skill/concept.	<ul style="list-style-type: none"> • Principal • Leadership Team • Support Staff • Teachers 	September 2019-June 2020	

Goal 5-Public Confidence & Pride-Strengthen the reputation and elevate the profile of the school

Strategic Objective 5.1-Create and implement an effective communication plan to highlight the positive programs and events that increase a sense of pride within the school

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
The reputation of Brooks School will continue to increase with the ongoing level of positivity and communication that shows the building is a welcoming place.	<ul style="list-style-type: none"> • Principal • SILT • Family Engagement Team 	September 2019-Ongoing	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Maintain effective communication through E.C. Brooks Webpage, Facebook Page, Monthly Calendars, and Newsletters that show a sense of pride that sits within the building	<ul style="list-style-type: none"> • Principal • SILT • Family Engagement Team 	September 2019-Ongoing	
Parent/guardian surveys will be given at various events throughout the year in order to drive future events	<ul style="list-style-type: none"> • Principal • SILT • Family Engagement Team 	September 2019-Ongoing	

Goal 5-Public Confidence & Pride-Strengthen the reputation and elevate the profile of the school

Strategic Objective 5.2- Utilize a variety of media to maximize awareness and support of E.C. Brook’s goals, objectives, and programs

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Maximize our SILT to promote our school’s goals, objectives, vision, and mission to families/community members	<ul style="list-style-type: none"> • Principal • SILT 	September 2019-Ongoing	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Monthly newsletters will be sent home that highlight specific instructional practices that took place that connect to the Vision, Mission, and Goals of E.C. Brooks.	<ul style="list-style-type: none"> • Principal • SILT 	Monthly	