



Mission Statement

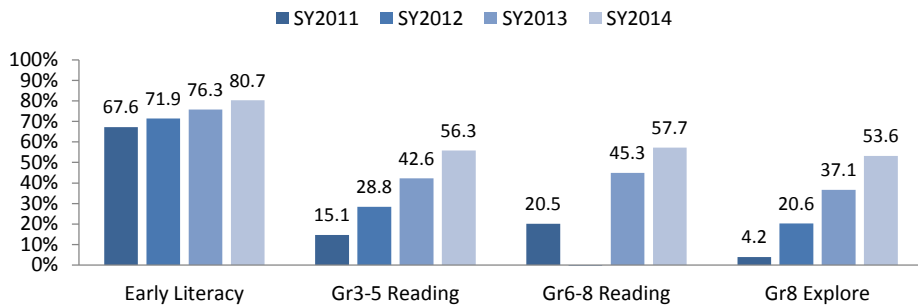
Brown School's mission is to prepare tomorrow's leaders for academic success by providing a rigorous technology integrated curriculum which develops the whole child and fosters a positive self-concept, creativity, self-discipline, values and life skills. We value the importance of partnerships with families, the community and other stakeholders.

Strategic Priorities

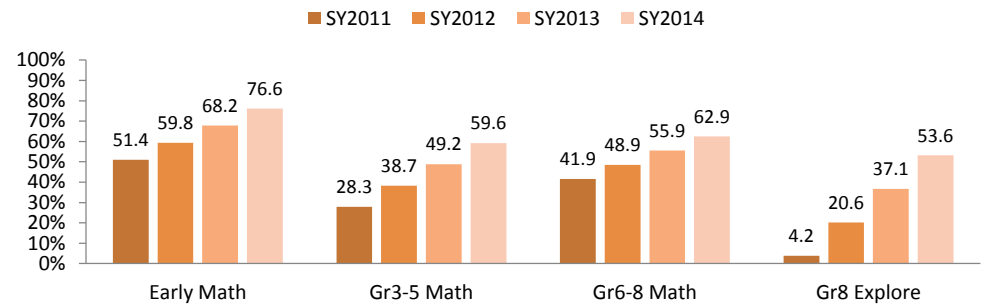
1. Increase reading achievement by 10% on the ISAT meets/exceeds category through rigorous instruction aligned to common core learning standards and targeted interventions
2. Increase math achievement by 8% on the the ISAT meets/exceeds category through rigorous experience based learning opportunitie, instruction aligned to common core learning standard and targeted interventions
3. Increase schoolwide science performance through inquiry based learning through the use of laboratory based experiences
4. Increase student attendance to 95% through targeted interventions and incentive programs
5. Teachers deliver common core aligned literacy instruction through high quality texts and technology integration

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	William H Brown Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Kenya Sadler	Principal
LaMonica Williams	Assistant Principal
Susan Switzer	Classroom Teacher
Jerilyn Zielnski	Counselor/Case Manager
Patrice Morris	Classroom Teacher
Stacey Boyd	Classroom Teacher
Jacqueline English	Support Staff
Janice Roberts	Community Member
Katherine Courtenay	Classroom Teacher



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	67.6	71.9	76.3	80.7		Early Math % of students at Benchmark on mClass	51.4	59.8	68.2	76.6
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.1	28.8	42.6	56.3		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	28.3	38.7	49.2	59.6
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	32.0	41.5	51.0	60.5		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.0	66.3	72.5	78.8
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	20.5	32.9	45.3	57.7		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	41.9	48.9	55.9	62.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	36.2	44.6	53.1	61.6		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.0	61.0	64.0	67.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	4.2	20.6	37.1	53.6		Explore - Math % of students at college readiness benchmark	4.2	20.6	37.1	53.6



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.8	93.8	94.8	95.8					
					Misconducts Rate of Misconducts (any) per 100	59.0	49.0	39.0	29.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	57.9	67.9	77.9	87.9		ISAT - Reading % of students exceeding state standards	3.2	13.2	22.2	32.2
ISAT - Mathematics % of students meeting or exceeding state standards	74.0	84.0	94.0	95.0		ISAT - Mathematics % of students exceeding state standards	10.2	10.2	22.2	23.2
ISAT - Science % of students meeting or exceeding state standards	64.9	74.9	84.9	94.9		ISAT - Science % of students exceeding state standards	2.7	12.7	22.7	32.7

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>ILT developed Theory of Action and reviews its progress quarterly at ILT meetings. The ILT set school-wide goals. The principal meets with each teacher quarterly to gauge progress against established goals. The teachers hold one-on-one conferences with students and each child sets their own goals in writing. The achievement of the goals is monitored at each assessment period.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal assists in developing grade level team meeting structure to support curriculum development and implementation. The principal consistently attends grade level team meetings. The principal meets one-on-one with each teacher quarterly and frequent observation of instruction. The school hosts events such as "Men in Schools" day and "College Week" to provide enrichment to the core curricula for College and Career Readiness. The school is a "Community School" providing numerous opportunities for connecting students to the larger community. The school hosts family-oriented performances and presentations.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers volunteer for committees including Grade Level Chairpersons, ILT, Rtl committee, etc. The teachers lead professional development activities including involvement in our Professional Learning Community. Teachers participate in weekly staff meetings where time is given for open discussion and sharing. Teachers are surveyed about their opinions on school matters.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly 	<p>The ILT has representative from all grade levels and from various subject areas. ILT members report back to teachers during grade level meetings (and brings back comments from the grade level meetings to promote two-way communication), at PLCs and during team teaching. PLC topics are based on teacher and student needs.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The grade level teams have data reviews after each formal assessment. The whole staff reviews formative data from Scantron, ISAT and DIBELS. The teachers meet with each student to set goals in writing. The goals are revisited after each assessment with the student. The goals are saved onto each students' iPad so the students can regularly review their goals. Teachers adjust unit plans and pacing according to the needs of the students.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>The grade level teams have data reviews after each formal assessment. The whole staff reviews formative data from Scantron, ISAT and DIBELS. The teachers meet with each student to set goals in writing. The goals are revisited after each assessment with the student. The goals are saved onto each students' iPad so the students can regularly review their goals. Teachers adjust unit plans and pacing according to the needs of the students.</p>	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Staff uses available resources as reflected in lesson plans and unit plans. Staff is observed using instructional materials. Staff completed a survey to gauge their need for instructional materials. Students with disabilities have full access to the core curriculum and have access to supplemental resources.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>The school has a data wall in the staff meeting room. The staff has multiple ways to post student outcomes from assessments. The staff follows up from screening tools to provide follow-up data on spelling inventories, reading inventories, etc.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			4
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Staff presents students wiith "what?, Why" statements to assure that students understand lesson objectives and rationale. Teachers are trained to use Bloom's Taxonomy. Teachers employ the use of Backwards' Design for for unit planning. Teachers use a variety of media elements to engage students assure their understanding. Teachers use available technology provide students with entry and exit slips and interacitve student response systems.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The school maintains an RtI database to guide conversations in grade level team meetings about student progress. The staff using outcome data from Scantron and other assessments to target specific student learning needs. The school has purchased AIMSweb to further strengthen our RtI data collection. The school uses LLI for reading intervention. The school has daily reading tutors for Level I, II, and III students. Some students have been assessed with The Brigance as a pre-screening tool.</p>	
	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The school establishes and maintains a professional development calendar for the school year. The topics as set, in part, from teacher feedback. The Professional Learning Community members complete surveys following Professional Development. The teacher exhibit their understanding of the professional development through observation and artifacts that are reviewed in grade level team meetings.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			4
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>The grade level teams have data reviews after each formal assessment. The whole staff reviews formative data from Scantron, ISAT and DIBELS. The teachers meet with each student to set goals in writing. The goals are revisited after each assessment with the student. The goals are saved onto each students' iPad so the students can regularly review their goals. Teachers adjust unit plans and pacing according to the needs of the students.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Our school has a math coach that meets with our staff bi-weekly. The school's technology coordinator provides regular professional development. Due to the size of our school, each teacher supports one-another regularly.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>The school hosts "College and Career Week" The school takes students on field trips to high schools with Career programs. The school hosts "Men In Schools" day to expose students to careers. The 8th grade students complete a High School Prep Course. The 7th grade students complete a career project.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>The school hosts "Boys' Mentoring" "Learning for Life", and "Young Lions" programs to work with small groups of students. Students maintain relationships with staff members. Students enter the school 30 minutes prior to the start of the school day. Students are engaged in sports and other after school activities.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school implements initiatives, but staff members fall out of routines. Student behavior plans have been developed for students. Students are provided with regular feedback with charts. The school needs to hold staff accountable for using behavior plans and strategies.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The school provides communication through weekly folders that are signed for by parents. The school maintains a website for communication. The school has a marquee that is updated regularly. The school provides a parent meeting room to communicate home-school connections. The hosts multiple meetings and a high school fair for students to transition to high school. The school provides field trips to high school.</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>The school provides communication through weekly folders that are signed for by parents. The school maintains a website for communication. The school has a marquee that is updated regularly. The school provides a parent meeting room to communicate home-school connections.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>School has a non- threatening ... School has an electronic information center to keep parents informed of current events. School has a parent room to welcome and train parents. The school hosts family nights, student performances quarterly, staff versus student games etc.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>The school collaborates with an outside counseling group to support students. School host programs such as Imagination Theater. The school provides community based learning experiences for specialized populations. The school has developed a sensory lab for students with disabilities. School practices full inclusion in all schoolwide functions and programs.</p>	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>School hosts a college week for all students PK-8 to expose them to options for secondary education. The school partners with companies, law firms and educational institutions. Students attend a career fair and high school fair to expose students to career paths. Students use What's Next website to learn about the progression of</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The students have planners to help them organize their assignments. Students learn strategies for success through High School Prep Course. Students have access to Algebra course.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>School offers a range of enrichment programs such as: ballet, computer building, African art, spoken word, choir, art, drama, ballroom dance, spanish, martial arts, hip hop yoga, book club, Battle of Books. The school offers intramural sports at each seasons. School</p>		

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>The students have planners to help them organize their assignments. Students learn strategies for success through High School Prep Course. Students have access to Algebra course. Lessons are aligned to common core standards.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>DNA</p>	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>The school offers high school preparation course for 8th grade students. Students participate in Step Up to the Next Grade where students attend classes with the teacher for the next year for one period per day for the last week of school. The students were given post-tests in key subject areas to be provided to the teacher for next year. The students are assigned summer homework to aid in their preparation for next year. The school hosted a back to school fair. The school sent newsletters to families. The school offered summer technology expo to families</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	The school has secured \$ 500,000 in funds and donations from partner organizations to fund one-to-one iPad initiative, STEM lab, Sensory Room, Back-to-School Store, Christmas Store, Sports programs. The school uses discretionary funds for positions to reduce class.		
	Building a Team ----->				3
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	All positions were filled prior to the start of school. All staff has remained at the school through the academic school year. A team of various background and experience levels have been hired or retained to provide a balance of expertise.			
Use of Time ----->				4	
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	The school has developed a schedule through pioneering a Full School Day to allow a balance of time for each subject. The school allows for more time for areas of weakness including literacy. Students receive interventions, as needed, on a regular basis from Kindergarten through 8th grade. The schedule for intervention is adjusted as new progressing monitoring was completed.			

Date Stamp November 22, 2012



Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Brown School's mission is to prepare tomorrow's leaders for academic success by providing a rigorous technology integrated curriculum which develops the whole child and fosters a positive self-concept, creativity, self-discipline, values and life skills. We value the importance of partnerships with families, the community and other stakeholders.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase reading achievement by 10% on the ISAT meets/exceeds category through rigorous instruction aligned to common core learning standards and targeted interventions	We have a need to implement a rigorous literacy curriculum with aligned interventions because our school's performance is below 70 percentile.
2	Increase math achievement by 8% on the the ISAT meets/exceeds category through rigorous experience based learning opportunitie, instruction aligned to common core learning standard and targeted interventions	We have a need to implement a rigoursous math curriculum with aligned interventions because our school's performance is below 80 percentile.
3	Increase schoolwide science performance through inquiry based learning through the use of laboratory based experiences	We have a need for inquiry based science instruction at all grade levels K-8 to expose students to science concepts though STEM integration
4	Increase student attendance to 95% through targeted interventions and incentive programs	Brown school attendance percentage has remained below the targeted rate for over 5 years.
5	Teachers deliver common core aligned literacy instruction through high quality texts and technology integration	The schools has a need to develop multiple literacies to provide students with high school, college and career readiness and engage them in a broad range of standards.



Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase reading achievement by 10% on the ISAT meets/exceeds category through rigorous instruction aligned to common core learning standards and targeted interventions	We have a need to implement a rigorous literacy curriculum with aligned interventions because our school's performance is below 70 percentile.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Development of learning units	Instruction	All	Classroom teachers	Summer 2012	Summer 2013		
Development of learning units with professional development including unpacking CCSS, essential questions, and enduring understandings	Instruction	All	Classroom teachers	Summer 2012	Summer 2013		
Develop of quarterly map (1st Quarter)	Instruction	All	Classroom teachers	Summer 2012	Summer 2012		
Develop of quarterly map (2nd Quarter)	Instruction	All	Classroom teachers	Quarter 1	Quarter 2		
Develop of quarterly map (3rd Quarter)	Instruction	All	Classroom teachers	Quarter 2	Quarter 3		
Develop of quarterly map (4th Quarter)	Instruction	All	Classroom teachers	Quarter 3	Quarter 4		
Participate in Reading A-Z (with all components) Training/ Lexile.com Training	Professional Development	All	Classroom teachers	Summer 2012	Summer 2012		
Fully Staffed school by 08/01/12	Staffing	All	Principal	Summer 2012	Summer 2012		
Participate in LLI and Fountas and Pinnell supplements Professional development for RtI	Professional Development	Other student group	Classroom teachers	Summer 2012	On-going		
Implement AIMS Web for Progress Monitoring of RtI	Professional Development	Other student group	Classroom teachers	Summer 2012	On-going		
Administer: Spelling Inventories, Fluency Snapshots, DIBELS, NWEA	Instruction	All	Classroom teachers	Summer 2012	On-going		
Analyze outcomes and revise instructional plan: Spelling Inventories, Fluency Snapshots, DIBELS, NWEA	ILT/ Teacher Teams	All	ILT, Classroom Teachers	Quarter 1	On-going		



Strategic Priority 1

Co-planning with grade level band	ILT/ Teacher Teams	All	Classroom teachers	Summer 2012	On-going		
Participate in NWEA training: Administration, data analysis, instructional planning	Professional Development	All	Classroom teachers	Summer 2012	On-going		
Develop, implement, and assess literacy coaching plan	ILT/ Teacher Teams	All	ILT, Principal	Summer 2012	On-going		
Establish and monitor cross-class visitation schedule	ILT/ Teacher Teams	All	ILT, Principal	Summer 2012	On-going		
Provide opportunities for student reflection before, during and after enrichment programs	After School/ Extended Day	All	Community Schools Lead	Quarter 1	On-going		
Establish One Book, One School book club and literacy training for students, staff, and community	Parental Involvement	All	PAC	Quarter 1	On-going		
Provide parent training for open library, grade level expectations	LSC/ PAC/ PTA	All	PAC, ILT	Quarter 1	On-going		
Provide 7th and 8th grade students with High School Preparation instructional unit to assure school choice including virtual and real field trips to school	Instruction	All	Middle School Teachers	Quarter 1	Quarter 2		
Provide parent training for helping their child at home	Parental Involvement	All	ILT	Quarter 1	On-going		
Provide opportunities for 5th grade students to learn about middle school instructional techniques such as socratic seminar prior to entering middle school	Instruction	All	Classroom teachers	Quarter 4	Quarter 4		
Provide internal mentoring relationships for early career teachers	Staffing	All	Classroom teachers	Summer 2012	On-going		
Update LSC on student growth measures according to ISAT and NWEA as available	LSC/ PAC/ PTA	All	Principal	Summer 2012	On-going		
Purchase and distribute leveled readers for non-fiction, informational text to increase volume of books in classroom libraries	Supplies	All	Principal	Summer 2012	Summer 2012		



Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase math achievement by 8% on the the ISAT meets/exceeds category through rigorous experience based learning opportunitie, instruction aligned to common core learning standard and targeted interventions	We have a need to implement a rigoursous math curriculum with aligned interventions because our school's performance is below 80 percentile.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Development of learning units with professional development including unpacking CCSS, essential questions, and enduring understandings	Instruction	All	Classroom teachers	Summer 2012	Summer 2013		
Develop of quarterly map (1st Quarter)	Instruction	All	Classroom teachers	Summer 2012	Summer 2012		
Develop of quarterly map (2nd Quarter)	Instruction	All	Classroom teachers	Quarter 1	Quarter 2		
Develop of quarterly map (3rd Quarter)	Instruction	All	Classroom teachers	Quarter 2	Quarter 3		
Develop of quarterly map (4th Quarter)	Instruction	All	Classroom teachers	Quarter 3	Quarter 4		
Participate in Everyday and Mathematics training- refreshers	Professional Development	All	Classroom teachers	Summer 2012	Summer 2012		
Fully Staffed school by 08/01/12	Staffing	All	Principal	Summer 2012	Summer 2012		
Participate in math intervention professional development for Rtl	Professional Development	Other student group	Classroom teachers	Summer 2012	On-going		
Implement AIMS Web for Progress Monitoring of Rtl	Professional Development	Other student group	Classroom teachers	Summer 2012	On-going		
Administer: Pre-Test, DIBELS, NWEA	Instruction	All	Classroom teachers	Summer 2012	On-going		
Analyze outcomes andrevise instructional plan: PreTest, DIBELS, NWEA	ILT/ Teacher Teams	All	ILT, Classroom Teachers	Quarter 1	On-going		
Co-planning with grade level band	ILT/ Teacher Teams	All	Classroom teachers	Summer 2012	On-going		
Participate in NWEA training: Administration, data analysis, instructional planning	Professional Development	All	Classroom teachers	Summer 2012	On-going		



Strategic Priority 2

Develop, implement, and assess coaching plan	ILT/ Teacher Teams	All	ILT, Principal	Summer 2012	On-going		
Establish and monitor cross-class visitation schedule	ILT/ Teacher Teams	All	ILT, Principal	Summer 2012	On-going		
Provide opportunities for student reflection before, during and after enrichment programs	After School/ Extended Day	All	Community Schools Lead	Quarter 1	On-going		
Establish Stock Market Game Team	Instruction	All	Classroom teachers	Quarter 1	On-going		
Provide parent training for open library, grade level expectations	LSC/ PAC/ PTA	All	PAC, ILT	Quarter 1	On-going		
Provide parent training for helping their child at home	Parental Involvement	All	ILT	Quarter 1	On-going		
Provide opportunities for 5th grade students to learn about middle school instructional techniques such as socratic seminar prior to entering middle school	Instruction	All	Classroom teachers	Quarter 4	Quarter 4		
Provide internal mentoring relationships for early career teachers	Staffing	All	Classroom teachers	Summer 2012	On-going		
Update LSC on student growth measures according to ISAT and NWEA as available	LSC/ PAC/ PTA	All	Principal	Summer 2012	On-going		
Math Teachers will generate math reteaching videos for student use.	Instruction	Other student group	Classroom teachers				



Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase schoolwide science performance through inquiry based learning through the use of laboratory based experiences	We have a need for inquiry based science instruction at all grade levels K-8 to expose students to science concepts though STEM integration

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Development of learning units with professional development including unpacking CCSS, essential questions, and enduring understandings	Instruction	All	Classroom teachers	Summer 2012	Summer 2013		
Develop of quarterly map (1st Quarter)	Instruction	All	Classroom teachers	Summer 2012	Summer 2012		
Develop of quarterly map (2nd Quarter)	Instruction	All	Classroom teachers	Quarter 1	Quarter 2		
Develop of quarterly map (3rd Quarter)	Instruction	All	Classroom teachers	Quarter 2	Quarter 3		
Develop of quarterly map (4th Quarter)	Instruction	All	Classroom teachers	Quarter 3	Quarter 4		
Participate in FOSS training for lower grades and LabAids Training for Middle School	Professional Development	All	Classroom teachers	Summer 2012	Summer 2012		
Fully Staffed school by 08/01/12	Staffing	All	Principal	Summer 2012	Summer 2012		
Administer: Pre-Test, NWEA	Instruction	All	Classroom teachers	Summer 2012	On-going		
Analyze outcomes and revise instructional plan: PreTest, NWEA	ILT/ Teacher Teams	All	ILT, Classroom Teachers	Quarter 1	On-going		
Co-planning with grade level band	ILT/ Teacher Teams	All	Classroom teachers	Summer 2012	On-going		
Participate in NWEA training: Administration, data analysis, instructional planning	Professional Development	All	Classroom teachers	Summer 2012	On-going		
Develop, implement, and assess coaching plan	ILT/ Teacher Teams	All	ILT, Principal	Summer 2012	On-going		
Establish and monitor cross-class visitation schedule	ILT/ Teacher Teams	All	ILT, Principal	Summer 2012	On-going		
Provide opportunities for student reflection before, during and after enrichment programs	After School/ Extended Day	All	Community Schools Lead	Quarter 1	On-going		



Strategic Priority 3

Establish In Search of Genius Club	Instruction	All	Classroom teachers	Quarter 1	On-going		
Science Fair Open House for Family	LSC/ PAC/ PTA	All	PAC, ILT	Quarter 1	On-going		
Provide parent training for helping their child at home	Parental Involvement	All	ILT	Quarter 1	On-going		
Provide opportunities for 5th grade students to learn about middle school instructional techniques such as socratic seminar prior to entering middle school	Instruction	All	Classroom teachers	Quarter 4	Quarter 4		
Provide internal mentoring relationships for early career teachers	Staffing	All	Classroom teachers	Summer 2012	On-going		
Update LSC on student growth measures according to ISAT and NWEA as available	LSC/ PAC/ PTA	All	Principal	Summer 2012	On-going		
Science Teachers will generate science reteaching videos for student use.	Instruction	Other student group	Classroom teachers				



Strategic Priority 4



Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers deliver common core aligned literacy instruction through high quality texts and technology integration	The schools has a need to develop multiple literacies to provide students with high school, college and career readiness and engage them in a broad range of standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Development of learning units with professional development including unpacking CCSS, essential questions, and enduring understandings	Instruction	All	Classroom teachers	Summer 2012	Summer 2013		
Develop of quarterly map (1st Quarter)	Instruction	All	Classroom teachers	Summer 2012	Summer 2012		
Develop of quarterly map (2nd Quarter)	Instruction	All	Classroom teachers	Quarter 1	Quarter 2		
Develop of quarterly map (3rd Quarter)	Instruction	All	Classroom teachers	Quarter 2	Quarter 3		
Develop of quarterly map (4th Quarter)	Instruction	All	Classroom teachers	Quarter 3	Quarter 4		
Participate in Reading A-Z (with all components) Training/ Lexile.com Training for text complexity	Professional Development	All	Classroom teachers	Summer 2012	Summer 2012		
Fully Staffed school by 08/01/12	Staffing	All	Principal	Summer 2012	Summer 2012		
Administer: Performance Assessments, Spelling Inventories, Fluency Snapshots, DIBELS, NWEA	Instruction	All	Classroom teachers	Summer 2012	On-going		
Analyze outcomes and revise instructional plan: Performance Assessments, Spelling Inventories, Fluency Snapshots, DIBELS, NWEA	ILT/ Teacher Teams	All	ILT, Classroom Teachers	Quarter 1	On-going		
Co-planning with grade level band	ILT/ Teacher Teams	All	Classroom teachers	Summer 2012	On-going		
Participate in NWEA training: Administration, data analysis, instructional planning	Professional Development	All	Classroom teachers	Summer 2012	On-going		
Develop, implement, and assess literacy coaching plan	ILT/ Teacher Teams	All	ILT, Principal	Summer 2012	On-going		
Establish and monitor cross-class visitation schedule	ILT/ Teacher Teams	All	ILT, Principal	Summer 2012	On-going		



Strategic Priority 5							
Provide opportunities for student reflection before, during and after enrichment programs	After School/ Extended Day	All	Community Schools Lead	Quarter 1	On-going		
Provide parent training for open library, grade level expectations	LSC/ PAC/ PTA	All	PAC, ILT	Quarter 1	On-going		
Provide 7th and 8th grade students with High School Preparation instructional unit to assure school choice including virtual and real field trips to school s	Instruction	All	Middle School Teachers	Quarter 1	Quarter 2		
Provide parent training for helping their child at home	Parental Involvement	All	ILT	Quarter 1	On-going		
Provide opportunities for 5th grade students to learn about middle school instructional techniques such as socratic seminar prior to entering middle school	Instruction	All	Classroom teachers	Quarter 4	Quarter 4		
Provide internal mentoring relationships for early career teachers	Staffing	All	Classroom teachers	Summer 2012	On-going		
Update LSC on student growth measures according to ISAT and NWEA as available	LSC/ PAC/ PTA	All	Principal	Summer 2012	On-going		
Purchase and distribute leveled readers for non-fiction, informational text to increase volume of books in classroom libraries	Supplies	All	Principal	Summer 2012	Summer 2012		
Host College Week	Instruction	All	Classroom teachers	Quarter 4	Quarter 4		
Partner with external organizations provide enrichment opportunities for students	Instruction	All	ILT	Quarter 1	On-going		