



**2012-2014 Continuous Improvement Work Plan**

**Charles S Brownell Elementary School**

Skyway Elementary Network

6741 S Michigan Ave Chicago, IL 60637

ISBE ID: 150162990252098

School ID: 609813

Oracle ID: 22361



**Mission Statement**

Our mission at Charles S. Brownell School is to provide a safe, nurturing, child-centered climate in which each student can flourish. We are committed to providing a high quality academic program that is rigorous, engaging and prepares all students to meet their goals in continuing their education to become college and career ready. We will use every means possible to ensure student success.

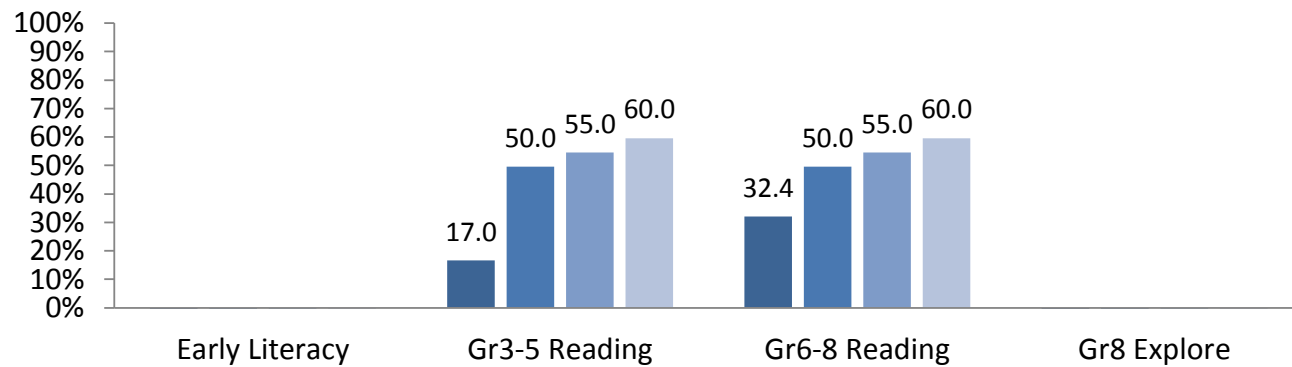
**Strategic Priorities**

1. Common Core State Standards
2. Framework for Teaching
3. Full Day School Plan
4. Response to Intervention (RTI)

**School Performance Goals**

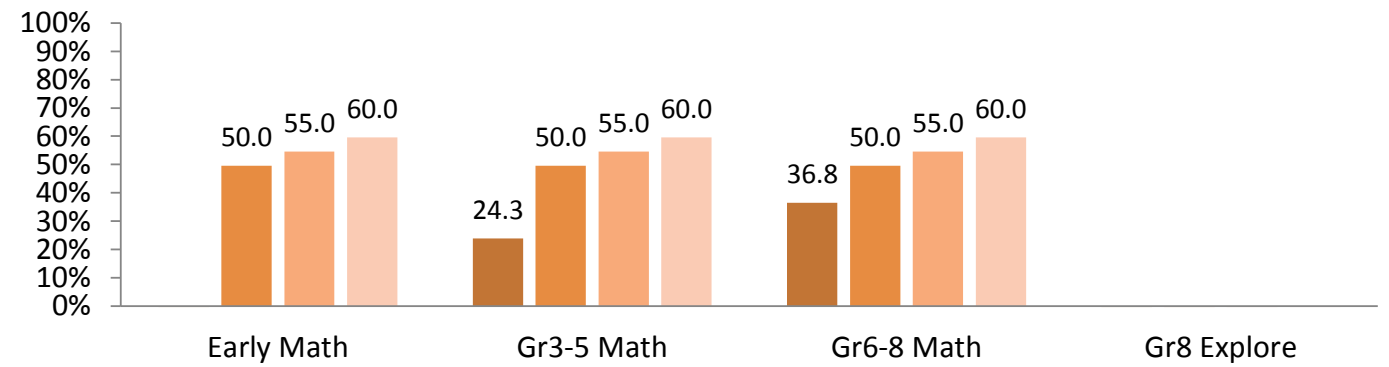
**Literacy Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



**Math Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# 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](http://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:	Charles S Brownell 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
Richard Morgan	Principal
Pamela Binion	Assistant Principal
Delores McClain	Special Education Faculty
Gwendolyn McElmurry	Counselor/Case Manager
Latrice Flowers	Lead/ Resource Teacher
Darcy Maxim-Otterbacher	Classroom Teacher
Megan Shea	Classroom Teacher
Megan Kelly	Classroom Teacher
Shekeysha Choice	LSC Member
Evonia Tucker	Community Member



## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	NDA	N/A	N/A	N/A		<b>Early Math</b> % of students at Benchmark on mClass	NDA	50.0	55.0	60.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	17.0	50.0	55.0	60.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	24.3	50.0	55.0	60.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	38.8	50.0	55.0	60.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	63.1	65.0	70.0	75.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	32.4	50.0	55.0	60.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	36.8	50.0	55.0	60.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	47.2	55.0	60.0	65.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	67.6	70.0	72.5	75.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	NDA	N/A	N/A	N/A		<b>Explore - Math</b> % of students at college readiness benchmark	NDA	N/A	N/A	N/A



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	92.8	95.0	95.0	95.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	14.1	11.0	8.0	5.0

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	58.5	62.2	65.5	70.0		<b>ISAT - Reading</b> % of students exceeding state standards	8.8	10.0	11.2	12.4
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	75.5	80.0	82.5	85.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	12.9	14.0	15.1	16.2
<b>ISAT - Science</b> % of students meeting or exceeding state standards	47.1	50.0	54.0	58.0		<b>ISAT - Science</b> % of students exceeding state standards	5.9	7.0	8.1	9.2

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>~The school creates clear and specific goals for the classroom, each grade level and for the school.</p> <p>~Brownell creates strategic plans of action using a school-wide first twenty days plan, 90 day plan, curriculum mapping, and the annual school improvement plan.</p> <p>~We revisit our short term goals and construct decisions based on analysis of data such as formative and diagnostic assessments during PM sessions, grade level meetings, and principal conferences.</p> <p>~More attention needs to be placed on progress monitoring to ensure that each classroom is on track to meet their end of the year</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>~The principal creates a professional learning plan that correlates to the particular needs and interest of teachers and builds capacity of content knowledge and teacher leadership. ~The principal articulates a vision for instructional best practices, collaborates with each teacher to establish goals and benchmarks and monitors quality to determine next steps for improvement.</p> <p>~The principal cultivates and supports a culture of college and career readiness through established vision, initiatives and programs offered to students such as career days and Junior Achievement. The principal also mentors a group of students included in his "Dream Team."</p> <p>~The principal provides ongoing, relevant information to extended school community with the use of newsletters, school bulletin, website, and notices.</p> <p>~The principal hosts events (Get Acquainted Night, Open House, Literacy Night, Morning SIP, and assemblies) to communicate accurate and pertinent information as it relates to school</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>~Teachers are invested in the success of the school through leadership in one or more areas, including ILT membership, grade level teams, RTI committee, curriculum teams (literacy, math, and science), parent committee, CWIP team, grant writing committee, union representative, data team, and discipline/PBIS committee, among others.</p> <p>~Teachers have equity of voice and are encouraged to share ideas.</p> <p>~All teachers are encouraged to share ideas and learning among colleagues during horizontal grade level meetings, but more focus needs to be placed on vertical planning.</p> <p>~More teachers need to be involved and invested in committees to better our school.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>~Brownell's ILT is comprised of staff with strong knowledge of curriculum and an exceptional commitment to the improvement of the entire school community.</p> <p>~The ILT leads the work of improving teaching and learning school-wide by planning and delivering professional development activities in whole staff sessions and grade level meetings.</p> <p>~The ILT engages in two-way communication and encourages staff members to participate in the decision making process for school improvements.</p> <p>~The ILT routinely analyzes school-wide data to monitor progress, inform decisions and set goals for school improvement.</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>~We consistently analyze and monitor data on an ongoing basis in ILT meetings, grade level meetings, and at the classroom level to determine next steps and establish support and goals for teachers and students as needed.</p> <p>~Data is used to adjust curriculum plans and target support for students.</p> <p>~PD was provided for particular teachers offering support around the area of using data to plan for future instruction.</p>	<b>3</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>~Grade level teams have aligned the curriculum, created yearly curriculum maps, and planned units around Learning Standards.</p> <p>~Special education teachers need to be included in grade level teams to ensure that all students are able to gain core knowledge.</p> <p>~The ILT attends common core implementation meetings and brings that information back to the school to share during PD.</p> <p>~In order to fully adhere to common core state standards, the level of complexity and amount of informational texts needs to be expanded.</p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>~Our Literacy curriculum has a balanced literacy approach. Each teacher has a variety of resources to differentiate instruction and meet the needs of all students. These materials include: leveled readers, Fountas and Pinnell leveled bookroom, and classroom libraries. This curriculum includes an accelerated learning plan for students that are reading below grade level. There is also an inquiry project with each unit where students use 21st century skills.</p> <p>~Our math curriculum allows teachers to support students at all levels. These resources consist of intervention kits, technology</p>	
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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>~Our school uses a variety of assessments to determine where our students are and what is needed to move them to the next performance level.</p> <p>~Every students' reading level is assessed three times a year using STEP (grades K-3) or BAS (4-6). Each student is given a goal so that they can reach grade level benchmarks.</p> <p>~Our reading curriculum provides unit tests and quarterly benchmarks to monitor student learning.</p> <p>~Our math curriculum provides daily assesments, topic tests (multiple choice, constructed response, and performance tasks), and quarterly benchmarks to monitor student learning.</p> <p>~Each writing unit is assessed using a rubric and final writing samples are posted outside each classroom.</p> <p>~District tests (ISAT, mClass, and Scantron) are used to set school-wide goals, classroom goals, and student goals.</p> <p>~All staff are aware of and comply with the accommodations and modifications written in student IEPs.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>~During Brownell's summer retreat teacher teams aligned our school curriculums to standards and created a curriculum pacing chart for reading, math, and science.</p> <p>~Through internal learning walks the ILT ensures that teachers are delivering instruction that is relevant to students, promote student thinking, and builds deep understanding of content.</p> <p>~Brownell's Literacy Intervention Teacher provides continous PD on best instructional practices such as high-level questioning, QAR, guided reading, extended response, and writer's workshop.</p> <p>~Teachers use ongoing assessments to form flexible groups of students that need additional support. These students are then provided interventions through guided reading and guided math.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>~Brownell uses the data from BAS/STEP, Scantron, mClass, and ISAT to determine student needs and plan for next steps.</p> <p>~Interventions are monitored by the Special Education Team, special education teachers and classroom teachers.</p> <p>~Brownell's RTI program is called Rush Hour. Students are identified by classroom teachers and assessment data such as STEP/BAS and Scantron. Targeted students receive additional interventions outside the classroom three times a week for 40 minutes.</p> <p>~Our curriculums provide intervention kits for under performing students.</p> <p>~Students also receive interventions from SES and teacher created before and after school programs.</p>	
	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>~Brownell provides many PD opportunities. Teachers attend an annual summer retreat, monthly whole staff PD days, PD given by representatives for our new curriculums, and teacher led PD based on teacher needs.</p> <p>~A year long, focused plan that are based on school-wide priorities needs to be developed during our summer retreat.</p> <p>~We need to monitor the effectiveness of the PD by having teachers complete exit tickets, provide feedback, and show evidence that implementation of PD is occurring in classrooms.</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>~Teacher teams complete monthly planning sheets which identify specific weekly focuses based on grade level priorities.</p> <p>~Grade level teams meet weekly to discuss the weekly focus.</p> <p>~The ILT reviews and monitors weekly minutes and monthly agendas and provides feedback.</p> <p>~We do not yet have a set schedule for vertical planning, teachers in split classes do not have the opportunity to meet together, and teams need to be more inclusive of the special education teachers.</p> <p>~New grade level meeting protocols have been established, but not all teacher teams are adhering to set protocols.</p> <p>~PM sessions are held to further review data with individual teachers.</p> <p>~Collaboration and consultation logs are used to document communication between general education teachers and special education teachers to discuss weekly topics, assessments, upcoming projects and any student concerns. ~Monthly meetings</p>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>~Surveys were given out at the beginning of the year to serve as a needs assessment so that additional PD can be provided as needed.</p> <p>~CNTC provides coaching to new teachers.</p> <p>~Internal learning walks with the principal, literacy coach, and teachers occurs so that teachers can learn best practices from each other.</p> <p>~In order to be more effective, teachers need to be provided feedback after internal learning walks.</p> <p>~Based upon prior experience with study group grants, we would like to utilize study groups based upon a professional text. Study groups would provide an on-going teacher collaboration and professional development.</p> <p>~Most school-based coaching is focused on a specific group of teachers that need extra support. PD needs to be differentiated to meet the needs of all teachers</p>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>~Brownell promotes a culture of college and career readiness by hosting bi-monthly career days in which students are exposed to a wide variety of career choices and learn the steps needed to achieve that goal.</p> <p>~Teachers incorporate activities which emphasize different colleges such as grouping students by college name, posters and flags displayed to represent different colleges, and lesson plans that include relevant information about colleges in news (ex. NCAA tournament).</p> <p>~To develop leadership and student voice students participate in</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>~At Brownell, teachers strive to build respectful relationships with students by mentoring and tutoring students before and after school.</p> <p>~The principal also mentors a group of sixth grade boys.</p> <p>~Students with disabilities are included in general education classes when appropriate based on their IEP. Students with disabilities are included in all non-academic classes and extra-curricular activities.</p> <p>~To demonstrate value of students' background and culture teachers have classroom libraries that celebrate students' lives and cultures.</p> <p>~Students participate in yearly Black History Month activities which culminates in a student led assembly.</p> <p>~Students are encouraged to share their thoughts and opinions in</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>~Brownell follows the Uniform Student Code of Conduct and uses a progressive discipline approach.</p> <p>~Classrooms devise management and behavioral incentive programs that promote positive reinforcement.</p> <p>~Students participate in safety drills such as fire, bus evacuation, and lock down.</p> <p>~Brownell has onsite security.</p> <p>~All staff feel that Brownell is a safe and welcoming school.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>~The principal takes an active part in keeping families informed through monthly newsletters, reminder notices, and student assessment results.</p> <p>~All staff, parents, and community members engage in numerous events such as the Back to School Parade, 1st Day of School Orientation, Get Acquainted Night, Open House, Family Math and Literacy Nights, Holiday Social, Book Fairs, assemblies, and LSC and PAC monthly meetings.</p> <p>~Teachers share promotion criteria including reading instructional and independent levels, benchmark expectations, yearly growth goals, and assessment results.</p> <p>~Counselor and teacher led transition services for kindergarten and 6th grade students is provided.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>~At the beginning of the year, teachers send home a student handbook which describe grade level expectations, school and classroom discipline/grading policies, and units of study that will be occurring throughout the year.</p> <p>~Teachers share various assessment data with parents about their child. Parents are given their child's current STEP/BAS level and the child's reading goals. Teachers provide information around how to</p>		
<b>Bonding</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>~All staff, parents, and community members engage in numerous events such as the Back to School Parade, 1st Day of School Orientation, Get Acquainted Night, Open House, Family Math and Literacy Nights, Holiday Social, Book Fairs, assemblies, Monthly SIPS with parents and community members, and LSC and PAC monthly meetings.</p> <p>~To celebrate our volunteers Brownell hosts an End of the Year Volunteer Luncheon and recognize volunteers at the End of the Year Awards Assembly.</p>		

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	~Counselors, teachers, and the special ed team conduct home visits to address student attendance concerns, parent interviews and wellness checks. ~Partnerships with Community in Schools of Chicago (CISC) also allow families to have additional support for needs (mental health, death, abuse, shelter, education, financial assistance, recreation,	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	~CPS Career Choices Program and Transition planning for special education students is provided. ~Dissemination of materials and resources are provided to students and parents relating to career choices, financial planning and educational opportunities.	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	~Brownell has programs that get students prepared for college and career by teaching life skills, goal setting, study skills, and using technology to access information and opportunities. ~One such program is the Vault program. This is a financial planning program that teaches students how to budget, save money, and apply for a loan. Through this program students apply math skills and concepts and engage in authentic writing experiences. ~As the sixth grade students transition out of our school, students are counseled in various academic opportunities to further their		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	~Brownell offers numerous enrichment and extracurricular activities such as Student Council, Girl Scouts, mentoring program, after school clubs (computer club, craft club, hip-hop yoga club, movie club, music club, game club, science club, math club, book		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>~The school promotes college and career readiness via Common Core assessments, Scantron, NWEA, district-wide, and national assessments.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	N/A	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>~Vertical grade level transitioning is provided for parents and students.</p> <p>~Counselor and teacher led transition services for kindergarten and 6th grade students is provided.</p>	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>~ The school allocates discretionary spending that aligns with the schools needs and priorities</li> <li>~ The activitely identifies and pursues opportunities for outside funding, grants and community partnerships secure resources to help meet the needs of students and staff</li> <li>~ The school's primary focus for how resources are used is to ensure students achieve academic growth and meet their goals in continuing their education to become college and career ready</li> </ul>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>~ Hiring is conducted after an a</li> <li>~ The school works to build a pool of potential staff members with student teachers, substitutes (displaced teachers) and endorsed teacher programs</li> <li>~ Interviews consists of an interview process with a team from the school and when possible classroom observations to demonstrate knowledge and skill in the classroom</li> <li>~ Grade level teams are assembled keeping in mind the necessary knowledge and expertise needed at each grade level</li> </ul>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>~ The school schedule is designed based on the number of minutes per subject area</li> <li>~ The school schedule does provide consistent time for collaboration with teacher teams</li> <li>~ Struggling students receive intervention during dedicated time frames.</li> </ul>	

## 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

Our mission at Charles S. Brownell School is to provide a safe, nurturing, child-centered climate in which each student can flourish. We are committed to providing a high quality academic program that is rigorous, engaging and prepares all students to meet their goals in continuing their education to become college and career ready. We will use every means possible to ensure student success.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Common Core State Standards	Common Core is a national initiative that Brownell is beginning to implement. Using the common core state standards will push students to become college and career ready by preparing them to compete on a global level.
2	Framework for Teaching	Framework for Teaching is a district initiative that will increase the effectiveness of teachers and improve instructional practices, both of which will in turn increase student achievement.
3	Full Day School Plan	The Full Day School School Plan is another district initiative that will increase instructional time, allow for daily teacher collaboration, and provide time for recess.
4	Response to Intervention (RTI)	Early identification and interventions will provide necessary support for students to address needs and to intervene further regression. Early identification, intervention support and documentaton of additional support will serve as the key components for possible special education evaluation.
5	Optional	





**Strategic Priority 1**






**Strategic Priority 2**






Strategic Priority 3






### Strategic Priority 4

**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
Response to Intervention (RTI)	Early identification and interventions will provide necessary support for students to address needs and to intervene further regression. Early identification, intervention support and documentation of additional support will serve as the key components for possible special education evaluation.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development/training to staff of the RTI process, implementation, monitoring and documentation components.	Professional Development	All	RTI Specialist/Case Manager/ OSES	Quarter 1		On-Track	
Identify students using universal screening tools (ISAT, BAS, STEP, NWEA, Scantron)	ILT/ Teacher Teams	All	ILT/Classroom Teacher	On-going		On-Track	
Begin providing additional research based instructional support in addition to regular instruction time (small group, individual support, monitor progress)	ILT/ Teacher Teams	All	RTI Specialist/Classroom Teacher	On-going		On-Track	
Continue to increase or decrease support level for identified students based on progress or regression and increase monitoring if needed.	ILT/ Teacher Teams	All	RTI Specialist/Classroom Teacher	On-going		On-Track	
Review current BAS, STEP, NWEA, or Scantron data.	ILT/ Teacher Teams	All	ILT/RTI Specialist/Classroom Teacher	On-going		On-Track	
Refer for evaluation (include all progress monitoring and needed documents).	ILT/ Teacher Teams	All	Classroom Teacher/RTI Specialist	On-going		On-Track	



**Strategic Priority 4**