



**2012-2014 Continuous Improvement Work Plan**

**Kenwood Academy High School**

South Side High School Network  
5015 S Blackstone Ave Chicago, IL 60615  
ISBE ID: 150162990250025  
School ID: 609746  
Oracle ID: 46361



**Mission Statement**

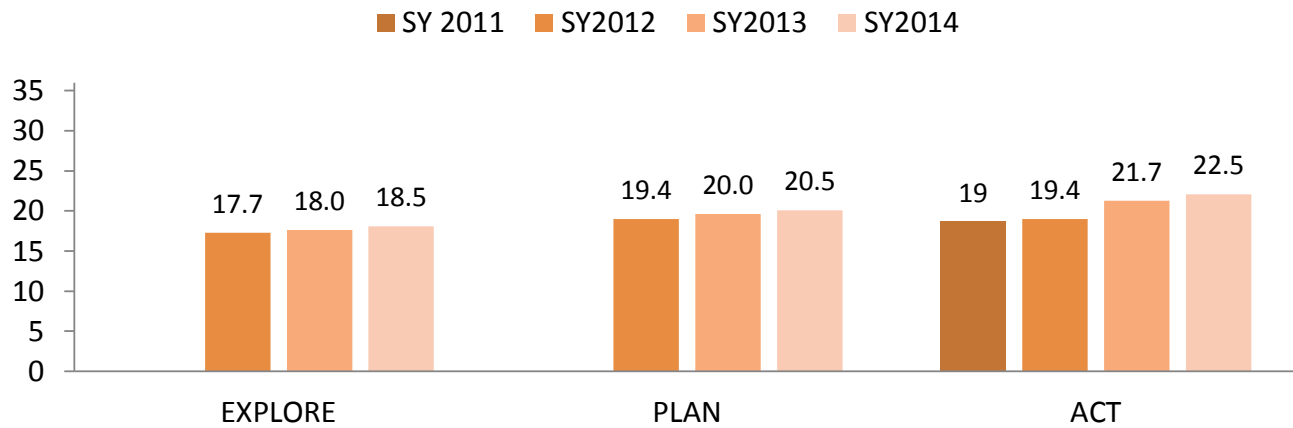
Our Mission is College, Career, and Life Readiness.

**Strategic Priorities**

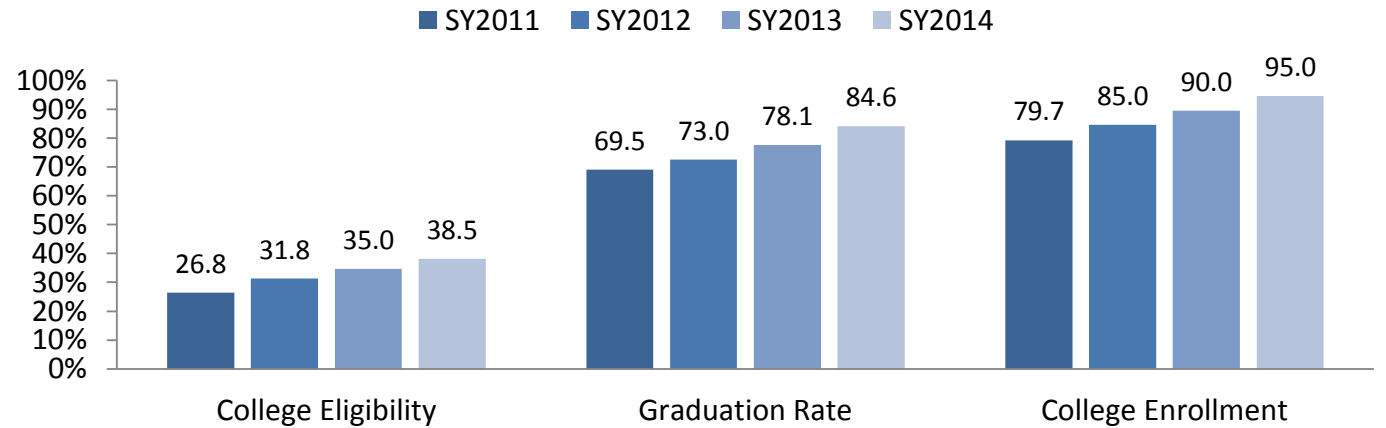
1. Faculty and staff members will effectively use CHAMPS and other whole school systems to promote a safe and secure learning environment.
2. Teachers will design and deliver differentiated curriculum aligned to Common Core and College Readiness Standards supported by level appropriate and balanced instructional materials.
3. Faculty and staff will design a stakeholder plan to increase parent, community & business groups, and alumni engagement in school related activities.
4. Provide support to non-core instructional and beyond curriculum programs to increase student attendance and school involvement.
5. Provide intervention to students in core subjects to improve academic progress and On-Track Metrics.

**School Performance Goals**

**EPAS Goals**



**12th Grade & Graduation 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](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:	Kenwood Academy High 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
Gregory L. Jones	Principal
Jason Roberts	LSC Member
Michael Shea	LSC Member
Bernadette McDonnell	Special Education Faculty
Camille Hamilton-Dole	LSC Member
Aileen Murphy	Assistant Principal
David Narain	Assistant Principal
Fatima Zvizdic	Classroom Teacher
Dawn Strauss	Classroom Teacher
Julie Clanton	Classroom Teacher
Leigha Ingham	Classroom Teacher
Elizabeth Dynak	Parent/ Guardian



## High School 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: PSAE scores include all students in the aggregates, including English Language Learners.

## Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>9th Grade - EXPLORE</b> Average EXPLORE score		15.7	17.7	18.0	18.5	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	26.8	31.8	35.0	38.5
<b>10th Grade - PLAN</b> Average PLAN score		17.4	19.4	20.0	20.5	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	69.5	73.0	78.1	84.6
<b>11th Grade - ACT</b> Average ACT score	19.1	17.7	19.4	21.7	22.5	<b>College Enrollment</b> % of graduates enrolled in college	79.7	85.0	90.0	95.0

## EPAS Growth

	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	2.3	2.5
<b>PLAN to ACT</b> Average growth from Spring PLAN to SPRING ACT	2.3	2.5

## 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	88.4	91.0	93.0	95.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	5.9	5.3	4.8	4.3
<b>Freshman On-Track</b> % of Freshman Students on-track	70.3	82.0	86.0	92.0	<b>Sophomore On-Track</b> % of Sophomore students on track	82.6	82.0	86.0	92.0

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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>PSAE Reading</b> % of students meeting or exceeding state standards	50.8	52.9	56.6	60.6	<b>PSAE Reading</b> % of students exceeding state standards	6.3	6.6	7.1	7.6
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	44.6	46.8	50.1	53.6	<b>PSAE Mathematics</b> % of students exceeding state standards	2.4	2.6	2.9	3.2
<b>PSAE Science</b> % of students meeting or exceeding state standards	40.8	42.8	47.1	51.8	<b>PSAE Science</b> % of students exceeding state standards	3.3	3.6	4.0	4.4

## 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>2</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 has a clear and coherent interim assessment model that focus on EPAS growth through teacher designed assessments (known as DDIs), including an ACT Preparation Class. In addition, the school tracks individual and whole school growth on various instruments.</p>	
	<b>Principal Leadership</b> ----->			<b>2</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 observes core and non-core classes and provides feedback to faculty members during the post-observation process. Furthermore, the school communicates with stakeholders through the website, parent portal, Gradebook, and frequent correspondences via email.</p>	

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<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>The school has structured teacher teams that contribute significantly to the professional learning community. These teams provide expertise in various areas, such as reading instruction and unit developments. Among the many teams are the Instructional Leadership Team, Course Teams, Department Teams, among others.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>3</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>	Active Instructional Leadership Team (ILT) that engages faculty on regular reflection; works consistently with staff to promote "Reading" as the Target Instructional Area. The ILT supports the staff with the implementation of strategies and goals.	
<b>Monitoring and adjusting</b>			<b>2</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>	The school has committed resources and teacher expertise to design, administer, and analyze student performance data. The results from the data are used to influence instructional planning, including re-teaching, grouping, and tutoring. Teachers work in teams to formulate an action plan to support unit designs.	

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<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>	Curriculum maps have been established across subject areas. Teacher teams design common instructional units and common assessment that are administered quarterly. Course teams create and adjust curriculum, unit plans, and participate in vertical planning. Teachers meet weekly to reflect on course teams and vertical alignment.	
	<b>Instructional materials</b> ----->			<b>2</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>	The school has adopted instructional materials that are aligned to College Readiness Standards, including texts that are a balance of fiction and nonfiction. The instructional materials are not differentiated to meet the various student needs. The materials are administered to all students.	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</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>Based on the school's assessment model, course team are responsible for designing common standard-based assessments. These assessments are aligned to College Readiness Standards. These assessments are administered in accordance with the district's interim assessment model and is analyzed via CIM.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</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>Based on the school's local criteria, teachers are required to post and communicate daily objectives and agenda items on the markerboard. The instructional design process is primarily teacher-driven, with the rigor level aimed at the acquisition knowledge level. Instructional rigor is not clearly articulated and does not challenge students to think critically and solve complex problems.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</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>Freshmen and Sophomore On-Track Labs are available with monitoring student performance and system for instructional support through after-school tutoring.</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>Based on the school's professional development plan, teachers are required to attend monthly sessions that focus on whole school priorities, such as reading comprehension, standard-based instruction, curriculum mapping and common assessments. Faculty feedback is solicited throughout the professional development calendar.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<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>Through the school's master schedule, teachers have common planning time allocated for collaboration on unit and assessment design. Also, teachers have meeting agendas for course and department discussions. The teams talk about data, teacher lessons, and student performance.</p>	
	<b>Instructional coaching</b> ----->			<b>2</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>The school strives to engage novice and struggling teachers in the developmental process. The Instructional Leadership Team facilitates "Learning Walks" to engage faculty in whole school instructional practices. Also, veteran teachers often support, informally, new teachers with the acclimation process to the school culture.</p>	

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<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>	The school is consistent in encouraging and supporting students to pursue college or university opportunities. The entire school buys into the school mission statement. Also included are college labs, increased AP enrollment, district leader in scholarship acquisition.	
	<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>	Teachers have positive relationships with students that promote a productive environment. Kenwood students and faculty have positive personal relationships, frequent student-teacher interactions. These relationships are apparent inside and outside the classroom. May students openly approach faculty and staff to resolve conflict or interpersonal issues.	
<b>Behavior &amp; Safety</b> ----->			<b>2</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>	Based on the school's safety and security plan, teachers are trained in the implementation of the DSI Model and required to implement the strategies in class. However, there are levels of inconsistency with whole school implementation and adherence to Kenwood's discipline model.	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</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>	Based on the communication channels: website, Gradebook, parent meetings, Open House, and other annual events, the school communicates with families on a regular basis. However, there are levels of inconsistency as it relates to transparency around issues impacting individual families.	
	<b>Ongoing communication</b> ----->			<b>2</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>	In relation to two-way and ongoing communication with families, the school shares information through multiple mediums, including the website, Gradebook, parent meetings, Open House, and other events.	
	<b>Bonding</b> ----->			<b>2</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>	Throughout the calendar year, the school community works to engage its stakeholders in student-led activities associated with its beyond curriculum program. Examples include Poetry Club, Latin Olympics, Science and History Fair, Music Performances, and Interscholastic Sports.	

## 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
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</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>	<p>The school's Special Education Department facilitates IEP and 504 meetings with families throughout the school year. The meeting are shared with staff members via a monthly calendar. Teachers partipate in the meeting and provide critical information related to the requested documents.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</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>	<p>School the mission is "College". All stakeholders are vested in supporting students with earning admissions into their college of choice. In addition, the school has a strategic plan to assist students with scholarship acquisition and other funding sources.</p>	
<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>	<p>Through the counseling department and college and career coach, all students are provided support via counseling sessions, visits to the college lab, college tours, and a course specific to assisting students with college admissions. The course is known as Senior Seminar.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</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>	<p>Core teams design curriculum to prepare students for continuous college prep classes. We have a wide assortment of clubs and organizations to offer membership to students: football, basketball, swim, soccer, tennis, drama, among others.</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
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</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 has a focus on college through a major commitment to college admissions, scholarship acquisition, and FAFSA completion. Students also are required to take an ACT Preparation Class to assist with improving their ACT score.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</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>	<p>Based on the school's mission statement and commitment to college admissions, families are provided with support services to increase FAFSA completion, application completion, and other essential elements of the college admissions process.</p>	
<b>Transitions</b> ----->			<b>2</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>The school supports families with information during Summer Orientation. Information provided includes transcripts, student fee sheets, and curriculum information.</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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>1</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>	Based on the equipment and instructional needs, the school has not provided faculty with sufficient resources to improve instructional practice. There is a need for computers, textbooks, other technological equipment, and supplies associated with printing.	
	<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>	Teacher teams are high functioning. These teams actively participate in the interview process. The take an active role in identifying candidates for various teaching positions. In addition, teacher teams provide feedback during the interview process and have an active voice in the selection process.	
	<b>Use of Time</b> ----->			<b>2</b>

## 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
<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>	<p>The school master schedule is designed to support collaborative planning, teacher discourse, and student work analysis. However, time is not committed, regularly, to meet the needs of struggling students. Examples include students who are Off-Track.</p>	

## 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 is College, Career, and Life Readiness.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Faculty and staff members will effectively use CHAMPS and other whole school systems to promote a safe and secure learning environment.	We scored our school a "2" in "Behavior & Safety" on the School Effectiveness Framework. By implementing common positive behavior strategies and an effective discipline system, we will ensure that the school is safe and secure for all students.
2	Teachers will design and deliver differentiated curriculum aligned to Common Core and College Readiness Standards supported by level appropriate and balanced instructional materials.	With EPAS and PSAE scores below the national average, we have a need to design curriculum and instructional materials that are aligned to the Common Core and College Readiness Standards.
3	Faculty and staff will design a stakeholder plan to increase parent, community & business groups, and alumni engagement in school related activities.	We scored our school a "2" in "Family and Community Engagement" on the School Effectiveness Framework. By creating a strategy and allocating resources, we will ensure that there is an improvement stakeholder participation.
4	Provide support to non-core instructional and beyond curriculum programs to increase student attendance and school involvement.	With an Attendance Rate below the SY2011-2012 goal of 90%, we have a need to provide programs that increase students' interest and participation in school related functions.
5	Provide intervention to students in core subjects to improve academic progress and On-Track Metrics.	With a Freshmen On-Track Rate below the school goal of 82%, we have a need to design an intervention program that support students' academic and socio-emotional development.



## 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
Faculty and staff members will effectively use CHAMPS and other whole school systems to promote a safe and secure learning environment.	We scored our school a "2" in "Behavior & Safety" on the School Effectiveness Framework. By implementing common positive behavior strategies and an effective discipline system, we will ensure that the school is safe and secure for all students.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create technological and human systems to prevent and monitor appropriate student transitions throughout the school day.	Equipment/Technology	All	Administration	Summer 2012			
Professional Development for implementing Discipline in the Secondary Classroom (DSC) to all faculty and staff members.	Professional Development	All	Administration	Summer 2012			
Professional Development for implementing Discipline in the Secondary Classroom (DSC) to all faculty and staff members.	Professional Development	All	Administration	Quarter 1			
In each classroom, teachers will implement the DSC strategies and integrate into the instructional plan.	Instruction	All	Teacher Teams	On-going			
Development of multi-tier support systems for behavior and socio-emotional needs.	Other	All	Teacher Teams	Summer 2012			
The climate team will collect and analyze data associated with behavior intervention and formulate an action plan to improve whole school systems.	ILT/Teacher Teams	All	Teacher Teams	On-going			
In each classroom, teachers will implement action plan to improve student behavior and socio-emotional interactions.	Other	All	Teacher Teams	On-going			



**Strategic Priority 1**


## 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
Teachers will design and deliver differentiated curriculum aligned to Common Core and College Readiness Standards supported by level appropriate and balanced instructional materials.	With EPAS and PSAE scores below the national average, we have a need to design curriculum and instructional materials that are aligned to the Common Core and College Readiness Standards.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Realign the scope and sequence for grades 9-12, to ensure curriculum coherence and alignment.	Other	All	Curriculum Team	Summer 2012			
Professional Development for designing curriculum that is aligned to Common Core Standards and College Readiness Standards and differentiated by cohort levels.	Instructional Materials	All	Administrative Team	Summer 2012			
Professional Development for designing performance tasks, with a common focus on argumentative writing.	Instructional Materials	All	Administrative Team	Summer 2012			
In each classroom, conduct an audit of existing instructional materials for text complexity and invest in supplemental materials, including support for teacher developed materials.	Supplies	All	Administrative Team and Department Heads	Summer 2012			
Professional Development for the implementation of MEL Con, ACTS, STACS, and Criterion as an on-line writing tool.	Instructional Materials	All	Administrative Team	On-going			
Conduct teacher observations in all 7-12 grades, with a focus on Charlotte Danielson's Framework for Effective Teaching.	Instruction	All	Administrative Team	On-going			
Conduct teacher observations in all 7-12 grades, with a focus on implementation of Curriculum Framework Project.	Instruction	All	Administrative Team	On-going			



**Strategic Priority 2**




## 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
Faculty and staff will design a stakeholder plan to increase parent, community & business groups, and alumni engagement in school related activities.	We scored our school a "2" in "Family and Community Engagement" on the School Effectiveness Framework. By creating a strategy and allocating resources, we will ensure that there is an improvement stakeholder participation.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct a survey of parents and other school stakeholders on strategies to increase communication and stakeholder involvement.	Parental Involvement	All	Administrative Team	Summer 2012			
Design a strategic plan to increase stakeholder involvement in school related activities and programs.	Other	All	Administrative Team	Summer 2012			
Create multi-tiered communication vehicles to inform parents and other school stakeholders of current and future events and activities.	Parental Involvement	All	Administrative Team	Summer 2012			
Throughout the school year, organize and facilitate academic and beyond curriculum events that celebrate student achievement.	Parental Involvement	All	Teacher Teams	On-going			
Throughout the school year, facilitate parent meetings to intervene on student academic performance.	Parental Involvement	All	Teacher Teams	On-going			
Create parent, alumni, and community organizations that seek to fundraise and contribute financial and human capital to Kenwood Academy.	Parental Involvement	All	Stakeholder Groups	On-going			





Strategic Priority 3

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### 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
Provide support to non-core instructional and beyond curriculum programs to increase student attendance and school involvement.	With an Attendance Rate below the SY2011-2012 goal of 90%, we have a need to provide programs that increase students' interest and participation in school related functions.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Design an Attendance Plan that lists measurable goals with aligned action items facilitated by school stakeholders.	Other	All	Administration and Service Provider	Summer 2012			
Conduct an audit of school operations related to efficiency and effectiveness. The audit seeks to uncover the work distribution in various non-teaching jobs.	Other	All	Adminstration and Service Provider	Summer 2012			
Conduct an audit of the Athletic Department and other beyond curriculum programs to measure the effectiveness of each team or program.	Other	All	Instructional Leadership Team	Summer 2012			
Organize and facilitate a beyond curriculum interest meeting. The event will be showcase all the interscholastic teams, academic clubs, fine arts, and other organizations.	Other	All	Teacher Teams	On-going			
Facilitate a series fo multi-cultural awareness events that highlight the World Language Department.	Other	All	Teacher Teams	On-going			



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
Provide intervention to students in core subjects to improve academic progress and On-Track Metrics.	With a Freshmen On-Track Rate below the school goal of 82%, we have a need to design an intervention program that support students' academic and socio-emotional development.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for differentiated curriculum design and student-centered instructional design,	Professional Development	Other student group	Administration	Summer 2012			
Professional Development for Response to Intervention (RTI).	Professional Development	Other student group	Teacher Teams	Summer 2012			
Each course subject will create an instructional plan that supports the needs of the student population.	Instructional Materials	Other student group	Teacher Teams	Summer 2012			
Each core subject area will provide after-school support for struggling students to help improve academic performance.	After School/ Extended Day	Other student group	Teacher Teams	On-going			
Conduct teacher observations in all core subject areas administering student-centered curriculum and instructional strategies.	Instruction	Other student group	Administration	On-going			
In each core area gradebook, conduct an audit of grade entry and student performance on all assignments.	Equipment/ Technology	Other student group	Administration	On-going			
Conduct data analysis and prepare remediation plans to support student improvement in core subject areas.	Other	Other student group	Teacher Teams	On-going			



**Strategic Priority 5**
