



2012-2014 Continuous Improvement Work Plan

Charles Kozminski Elementary Community Academy

Burnham Park Elementary Network
936 E 54th St Chicago, IL 60615
ISBE ID: 150162990252304
School ID: 610030
Oracle ID: 31151



Mission Statement

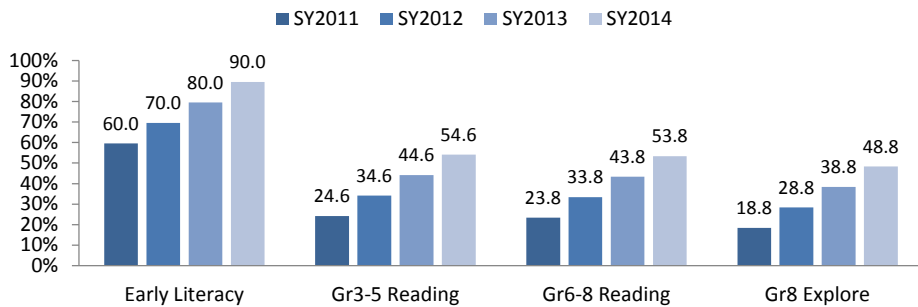
Our mission is to challenge our students with a highly structured, standards-based curriculum that incorporates the Common Core State Standards through use of literacy and writing, technology integration, parental involvement, ongoing professional development, and collaboration of stakeholders.

Strategic Priorities

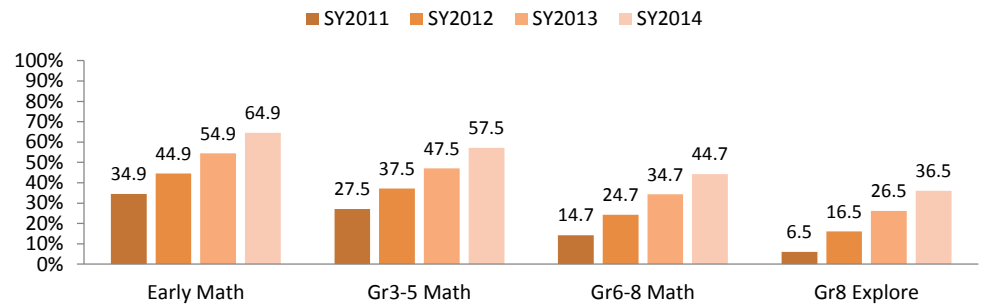
- 1. Kozminski will implement a balanced literacy approach to language arts with Common Core standards embedded, and technological integration within instruction for students in grades Pre-K through 2; in an effort to improve literacy skills demonstrated on the NWEA, formative/summative assessments, and the ISAT.
2. Kozminski will integrate writing and literacy skills in mathematical practices school-wide to improve student outcomes on district formative/summative assessments, classroom assessments and ISAT.
3. Kozminski will develop and implement school-wide social-emotional strategies to provide support and intervention when minor behavioral challenges arise that disrupt classroom instruction.
4. Kozminski will develop and implement a school-wide plan to increase parent/guardian involvement and teach them how to effectively communicate and interact with school personnel.

School Performance Goals

Literacy Performance Goals



Math Performance Goals







# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

## 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
Myron L. Hester	Principal
Michelle Brumfield	Assistant Principal
Lauren Sommerfield	Classroom Teacher
Jessica Henning	Special Education Faculty
Latoshia Maddox	Classroom Teacher
Michael Henley	LSC Member
Mary Walthour	Special Education Faculty
Lynn Dixon	Assessment/Data Faculty
Sheryl Carter	Parent/ Guardian
Amy Kerkstra	Classroom Teacher
Beverly Jones	Classroom Teacher
Kristen Gulley	Special Education Faculty

## 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	60.0	70.0	80.0	90.0		<b>Early Math</b> % of students at Benchmark on mClass	34.9	44.9	54.9	64.9
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	24.6	34.6	44.6	54.6		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	27.5	37.5	47.5	57.5
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	36.9	46.9	56.9	66.9		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	33.9	43.9	53.9	63.9
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	23.8	33.8	43.8	53.8		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	14.7	24.7	34.7	44.7
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	43.4	53.4	63.4	73.4		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	37.9	47.9	57.9	67.9
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	18.8	28.8	38.8	48.8		<b>Explore - Math</b> % of students at college readiness benchmark	6.5	16.5	26.5	36.5

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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	92.0	94.0	96.0	98.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	55.6	45.6	35.6	25.6

### 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	61.6	71.6	81.6	91.6		<b>ISAT - Reading</b> % of students exceeding state standards	6.1	16.1	26.1	36.1
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	61.3	71.3	81.3	91.3		<b>ISAT - Mathematics</b> % of students exceeding state standards	5.0	15.0	25.0	35.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	53.2	63.2	73.2	83.2		<b>ISAT - Science</b> % of students exceeding state standards	3.2	13.2	23.2	33.2

### 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 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>Kozminski's theory of action is <b>Proper Preparation Prevents Poor Performance</b>. The administratio and teachers collect data daily and weekly to determine the different levels of each student in their classroom. The school has identified 3 areas of concern, Reading, Math and Social Emotional Development. The school has established goals for student achievement that are aimed at making growth to narrow the achievement gap. Students have been identified as not meeting standards are referred to tutoring or the teacher is to modify or provide supplemental resources to develop the student's skills. The staff at Kozminski have participated in ongoing professional development reviewing and analyzing school data. The</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 staff at Kozminski have participated in ongoing professional development reviewing and analyzing school data. Teachers were emailed and provided their classroom rosters ISAT, Dibels, and Scantron scores. Teachers used the data to complete Tier Charts ranging from Exceeding, Meeting, Not Meeting, and Far Below. This information allowed teachers to developed individual academic plans based on the needs of each student in their classroom, thus targeting the entire population. The administration provides professional development for teachers on classroom management, differentiated instruction, how to use data to drive instruction and how to modify classroom instruction to meet the needs of the special ed population. The administration developed new partnerships with the University Of Chicago, DePaul University, St. Xavier University to assist with classroom instruction. Teachers and students received additional support in the classrooms every Monday through My First Media, which integrated media and literacy skills. Student from the universitys assisted the teachers in</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</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>- RtI 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 ILT performs school-wide walkthrough to determine the effectness of the strategies used during professional development. Teachers participate in the district wide and network trainings. Some of the professional developments include ILT trainings, CCSS, and PBIS. The PBIS committee meets to discuss implementation of the program school-wide and makes necessary adjustments for areas that need improvement. Teachers have grade level meetings every Thursday. Staff and ILT meet every Tuesday to discuss and analyze school data and classroom instruction. The Special Ed department meet every Thursday to review and evaluate student data. Grade Level teams are supported by an ILT member. Teachers were provided protocols, agenda template and process for implementing meetings. Grade level partners have common planning times to facilitate collaboration, after school programs are provided to support the needs of deficient students. Professional development in how to assist students through modifications and accommodations is provided. All teachers have participate and provided feedback on CIWP. They have participated in the step by step process.</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>	<p>The ILT performs school-wide walkthrough to determine the effectiveness of the strategies used during professional development. They have implemented and organized staff development. The ILT leads the work of improving the teaching and learning school-wide. They plan, organize and implement professional developments. The staff at Kozminski have participated in ongoing professional development reviewing and analyzing school data. Teachers have grade level meetings every Thursday. Staff and ILT meet every Tuesday to discuss and analyze school data and classroom instruction. The Special Ed department meet every Thursday to review and evaluate student data. Grade Level teams are supported by an ILT member. Teachers were provided protocols, agenda template and process for implementing meetings. Grade level partners have common planning times to facilitate collaboration, after school programs are provided to support the needs of deficient students. Professional development in how to assist students through modifications and accommodations is provided.</p>	
<b>Monitoring and adjusting</b> ----->			<b>3</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>The school reviewed the school's report card, performance policy, state report card, CCSS, ISAT and Dibels scores. Using the school's report data from last year, the staff was able to implement a needs assessments based on the school's data. Teachers were emailed and provided their classroom rosters ISAT, Dibels, and Scantron scores. Teachers used the data to complete Tier Charts ranging from Exceeding, Meeting, Not Meeting, and Far Below. This information allowed teachers to develop individual academic plans based on the needs of each student in their classroom, thus targeting the</p>	



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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>	Curriculum mapping, modification & accommodation, interactive computerized programs that adjust according to needs and performance of the student, interactive read aloud program to provide access to literature for ALL students, and differentiated instruction. Kozminski uses the pacing guides and learning priorities which are aligned with ISAT/Illinois Learning Standards and supporting the transition to the Common Core State Standards. The learning priorities are constructed by the Polk Brothers Foundation Center for Urban Education through DePaul University. All teachers used the pacing guides and lesson design for instruction. Teachers are required to use HOTS, Higher Order Thinking Skills to questioned students during instruction to assess student understanding and comprehension. Teachers are required and coached to differentiate instruction to reach all learners. Kozminski uses Teach Like a Champion to support teacher practice. Some of the techniques used are No Opt Out, Right is Right, Tight Transitions and other Teachers	
	<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>	Kozminski uses the pacing guides and learning priorities which are aligned with ISAT/Illinois Learning Standards and supporting the transition to the Common Core State Standards. The learning priorities are constructed by the Polk Brothers Foundation Center for Urban Education through DePaul University. All teachers used the pacing guides and lesson design for instruction. Teachers are required to use HOTS, Higher Order Thinking Skills to questioned students during instruction to assess student understanding and comprehension. Teachers are required and coached to differentiate	
<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>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>Kozminski does school-wide interim assessments Scantron and Dibels. The data is available for teachers after the assessment. Teachers are required to use the data to reteach, exam the results to group students according to needs. Teachers were completing bi-weekly data and meeting with the administration to discuss data and strategies to improve student achievement. All classrooms have data walls that are updated by the teacher. Assessment accommodations and modifications are in place for all students with disabilities.</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>Kozminski uses the pacing guides and learning priorities which are aligned with ISAT/Illinois Learning Standards and supporting the transition to the Common Core State Standards. The learning priorities are constructed by the Polk Brothers Foundation Center for Urban Education through DePaul University. All teachers used the pacing guides and lesson design for instruction. Teachers are required to use HOTS, Higher Order Thinking Skills to questioned students during instruction to assess student understanding and comprehension. Teachers are required and coached to differentiate instruction to reach all learners. Kozminski uses Teach Like a Champion to support teacher practice. Some of the techniques used are: No Opt Out, Right is Right, Tight Transitions and other. Teachers scaffold instruction to ensure accomodations are implemented for students with disabilities.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Intervention</b> -----&gt;</p>			<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>Decision-making about students in need of intervention are made during grade level and staff meetings. Interventions include: Saturday Tutoring, afterschool tutoring, one-on-one pull-out supports. Interventions are monitor by the teachers and administrative team. The ILT reviews data with the administration to determine areas of need for struggling students. Kozminski also implements RTI. Staff development was provided to train teachers on the process and the documentation required to complete and submit to the RTI team. Suggestions and feedback are provided once the RTI committee reviews the application submitted by the homeroom teacher.</p>	

<b>Professional Learning</b>	<p><b>Whole staff professional development</b> -----&gt;</p>			<b>3</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>Kozminski has a year-long professional development plan for whole staff aligned to the school's priorities and growth goals. The ILT performs school-wide walkthrough to determine the effectness of the strategies used during professional development. Teachers participate in the district wide and network trainings. Some of the professional developments in ILT trainings, CCSS, and PBIS. The PBIS committee meets to discuss implement of the program school-wide and makes necessary adjustments for areas that need improvement. The administration participates in professional development as well.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</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>Teachers have grade level meetings every Thursday. Staff and ILT meet every Tuesday to discuss and analyze school data and classroom instruction. The Special Ed department meet every Thursday to review and evaluate student data. Grade Level teams are supported by an ILT member. Teachers were provided protocols, agenda template and process for implementing meetings. Grade level partners have common planning times to facilitate collaboration, after school programs are provided to support the needs of deficient students. Professional development in how to assist students through modifications and accommodations is provided.</p>	
	<b>Instructional coaching</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>Our new teachers were provided a coach and administrative support during the school year. Teachers are sent to professional development according to needs. A consultant from DePaul University observe classes and provided feedback for teachers. The administration observes classes and provide</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>2</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>The school has a student government which is an opportunity for students to take on leadership roles and have a voice in the school. Some classes participated in college tours to reinforce and inspire student to be college ready.</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>The school implements tutoring, dance, Art, Science Club and other activities after school to reach target population. Students receive counseling services, participate in motivational assemblies, and other school functions to address target population social and emotional behavior. This is accomplished through community partnerships, increasing parental involvement, providing motivational assemblies, and other school incentives to motivate students.</p>	
	<b>Behavior &amp; Safety</b> ----->			<b>2</b>

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Typical School	Effective School	Evidence	Evaluation
<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>Kozminski implements PBIS and has school-wide approached to student discipline. Students are frequently reminded of school rules through newsletters. School has posted rule and regulations around the school in the hallways and classrooms. The safe is always focused on providing a safe and welcoming environment. Chicago Police Department have commented and noticed a decrease in the amount of violence in and around the school environment since October 2011.</p>	

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>NSION 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>	School held multiple meetings where parents were invited to attend to learn about the school performance, grade level promotion policy and other school functions. Some meetings were held on the weekend to accommodate parents who were not able to attend during the week. During the events, parents were able to register their child for tutoring and other afterschool programs. Teachers provided parents with syllabus to inform parents of classroom expectations and grading policy.		
	<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>	Kozminski sends home weekly newsletters, implement parent conferences, and parents can complete a Parent Compliant Document for any concerns they may have. We implement and conduct parent conferences during report card pick-up. We have a new marquee and school website to communicate with parents as well. Teachers engage in two-way communicate to inform parents of student's academics and behavior.		
	<b>Bonding</b>				<b>3</b>



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMEI</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>Kozminski has quarter honor assemblies where parents are invited to attend and participant. One parent sponsors an afterschool dance program for all students. The dance group has performed in school assemblies. Other parents are volunteering during the day to assist teachers in the classrooms and on field trips. Parents are planning and assisting with Field Day. The Father's Club is another program designed to increase parental involvement. The most recent event was to the University of Chicago to watch the men's and women's basketball games.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 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>	<p>Kozminski provides required services to all students with disabilities. Kozminski also implements various afterschool programs such as: tutoring, dance, Art, music, chess, computer etc. Most programs serve as an outreach to increase parental involvement and improve moral of the school; as well as develop social emotional behavior of students. ALL students are included in all school activities and</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>The 7th and 8th grade classes participated in 2 college tours at the University of Chicago.</p>	
<b>Academic Planning</b> ----->			<b>3</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>Kozminski reviews data, input from meetings and discussions between stakeholders indicate a need to regularly assess how each student is performing. The use of data walls has emerged as a highly effective way to accomplish this objective. Consequently, use of and integration of data driven instruction is part of the Kozminski CTU local criteria for teaching staff.</p>		
<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>	<p>The school implements tutoring, dance, Art, Science Club, You Be A Chemist, track and field, basketball and other activities after school to reach target population. Students will receive counseling services, participate in motivational assemblies, and other school functions to</p>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</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>At Kozminski, 7th and 8th grade students participate in field trips to different colleges and universities. We use Common Core State Standards to develop classroom lessons, curriculum maps and assessments to prepare students for high school and college. We challenge our students to become critical and analytical thinkers and</p>	
	<b>College &amp; Career Admissions and Affordability</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>Kozminski has month parent meetings for our Pre-Kindergarten program. The parents were given book bags with learning activities they have to complete monthly reports. The school held several parent meetings during the school year to provide information regarding benchmark grades and 8th graduation. Some meetings were held on Saturdays to accomodate parents who were not able to attend during the week. The 8th grade class has participated in field trips to University of Chicago where they participated in a school tour and science lab experiments. The school implemented a high</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>	<p>Kozminski used discretionary funding to reduce class size, purchase new technology to upgrade the computer lab, provide opportunities for teachers and staff to participate in professional developments, and to provide afterschool functions to increase student achievement and provide social emotional activities to reduce student misconduct. The funding was also used to purchase incentives to support the school's PBIS program and provide security. The school used funding to provide academic intervention for students not meeting skills on ISAT and Scantron on Saturday and for afterschool tutoring.</p>	
	<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>	<p>The school currently has partnerships with the University of Chicago, Depaul, and My First Media. De Paul has sent several students complete observation hours. The University of Chicago currently sends about 10 student works to assist in the classroom and with after school activities. My First Media comes every Monday to provide instruction through the use of technology and media in the primary department. The school will continue to partner with the various community organizations next year and will expand some of the programs. For example, De Paul University will be sending more student teachers and students to participate in action research to collect data regarding the different needs of the school. The objective is to use the data the target areas of weakness and develop strategies to make improvements. Kozminski will also develop a new partnership with St. Xavier University as well.</p>	
<b>Use of Time</b> ----->			<b>4</b>	

### School Effectiveness Framework

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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>Teachers currently have grade level meetings every Thursday during prep. The ILT and Staff meet every other Tuesday to have meaningful collaboration regarding the daily function of the school. The school has two after school tutoring programs provided through SES which provides intervention for struggling students. School uses the University of Chicago students to assist teachers in the classroom to implement one-on-one tutoring and small group instruction (pull-out interventions for struggling students).</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 to challenge our students with a highly structured, standards-based curriculum that incorporates the Common Core State Standards through use of literacy and writing, technology integration, parental involvement, ongoing professional development, and collaboration of stakeholders.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Kozminski will implement a balanced literacy approach to language arts with Common Core standards embedded, and technological integration within instruction for students in grades Pre-K through 2; in an effort to improve literacy skills demonstrated on the NWEA, formative/summative assessments, and the ISAT.	According to CPS, all schools will be switching to NWEA next school year. Kozminski will continue to administer the ISAT until 2014 as a tool to measure student growth/achievement. Currently, the ISAT data is used to determine school's performance status. Kozminski has been on probation for three years. In order for Kozminski to be removed from probation, we must achieve a Level 1 or Level 2 for two consecutive years. There are 7 metrics that are used to determine the status and trend of a school's performance. The percentage of students meeting/exceeding in Reading on the ISAT is one of the metrics. The school will focus on improving reading skills to increase the percentage of students meeting and exceeding in this category.
2	Kozminski will integrate writing and literacy skills in mathematical practices school-wide to improve student outcomes on district formative/summative assessments, classroom assessments and ISAT.	The school will be switching to NWEA next school year. The school will continue to administer the ISAT until 2014 as a tool to measure student growth/achievement. Currently, the ISAT data is used to determine school's performance status. Kozminski has been on probation for three years. In order for Kozminski to be removed from probation, we must achieve a Level 1 or Level 2 for two consecutive years. There are 7 metrics that are used to determine the status and trend of a school's performance. The percentage of students meeting/exceeding in Math on the ISAT is one of the metrics. The school will focus on improving math skills to increase the percentage of students meeting and exceeding in this category.

3	Kozminski will develop and implement school-wide social-emotional strategies to provide support and intervention when minor behavioral challenges arise that disrupt classroom instruction.	Research shows that social skills and emotional development are very important part of school readiness. Some social and emotional behaviors are often harder to pinpoint than signs of physical development. Implementing strategies in this area will help Kozminski emphasize skills that will increase self-awareness and self-regulation. Thus providing a school environment that is safe and conducive for learning for all students. If we focus on improving students' SEL, that can have a great impact on their learning. ILT reviewed the article about SEL. Five crucial components of SEL are: 1) self/other awareness 2) mood management 3) self-motivation 4) empathy 5) management of relationships. Emotional well-being is a predictor of academic learning, physical health and social health; it's crucial we address this with our students. One key to is to keep ourselves calm and controlled – teachers can have a high self awareness as well, and the students will see that. Social and emotional learning equips students with the skills to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. The Collaborative for Academic, Social and Emotional Learning, CASEL, lists 5 core competencies in Social Emotional Learning: self- management; self-awareness; responsible decision making; relationship skills; and social awareness. Research shows that social emotional learning not only improves attendance, health, academic success, and the well-being of students but also prevents a variety of problems such as alcohol and drug use, violence, truancy, and bullying. With the continued implementation of PBIS schoolwide, a PBIS team to collect and track student misconducts and inform/udate staff of skills implemented or taught, and weekly PBIS character lessons developed and implemented by staff, the team can <u>guide and monitor the work of social emotional learning. The implementation of RtI will</u>
4	Kozminski will develop and implement a school-wide plan to increase parent/guardian involvement and teach them how to effectively communicate and interact with school personnel.	Parental involvement is another important component that can have a positive effect on student achievement. According to research, increased parental involvement increases student achievement. Increased parental involvement so that parents can better communicate regarding their child progress; and be more effectively utilized at the school to support classrooms and student learning.
5		

## 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
Kozminski will implement a balanced literacy approach to language arts with Common Core standards embedded, and technological integration within instruction for students in grades Pre-K through 2; in an effort to improve literacy skills demonstrated on the NWEA, formative/summative assessments, and the ISAT.	According to CPS, all schools will be switching to NWEA next school year. Kozminski will continue to administer the ISAT until 2014 as a tool to measure student growth/achievement. Currently, the ISAT data is used to determine school's performance status. Kozminski has been on probation for three years. In order for Kozminski to be removed from probation, we must achieve a Level 1 or Level 2 for two consecutive years. There

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Thematic units across departments which integrate reading, writing, math, science and social science	Instructional Materials	All	Teachers	Summer 2012	Summer 2012	Behind	Schedule time over the summer to plan for next school year
More novel sets in the upper grades so that students can be more interactive with novels using strategies like literacy circles	Instructional Materials	Other student group	6-8 Teachers	Quarter 4	Summer 2012	On-Track	Complete an inventory of current novels, 6-8 Teachers will meet over the summer to identify novels,
Purchase fiction and nonfiction books for K-2 classrooms libraries in efforts to support independent student reading	Instructional Materials	All	K-2 Teachers	Quarter 4	Summer 2012	Behind	K-2 and meeting to identify texts, contact the Network to finish process once books have been identified
Provide parent workshops, which will give parents an idea of how to assist their students at home	LSC/ PAC/ PTA	All	PAC/Admin/ILT	On-going	On-going	Behind	PAC, LSC summer planning
Implement Balance Literacy strategies for year 2 which include: Reading Mini Lesson, Writing Mini Lesson, and Literature Circles. Different strategies for teachers to do more small group work in their classroom	Professional Development	All	Administration	Summer 2013	Year 2		Identify teachers and select schedule, Summer professional development, continue dialogue in ILT and Staff meeting, allow teachers to plan over the summer
Get back involved with network initiatives, such as Young Authors and Battle of the Books	Parental Involvement	All	Administration	Summer 2012	On-going		
The school will host quarterly Reading fairs/Family Literacy Nights	After School/ Extended Day	All	Teachers/Admin	Summer 2012	On-going	Behind	summer planning
Better and more updated software for reading/writing such Read 180, Achieve3000, Study Island and KidsCollege	Equipment/ Technology	All	Administration	Summer 2012	Quarter 1	On-Track	Meet with current vendors to renew contracts
Once a quarter - Real men read or local authors to come out to read to the children and explain why and how they decided to want to write books.	Other	Other student group	K-5 Teachers	Summer 2012	Quarter 2	Behind	Summer planning
Writer's workshops for parents & children together so that parents can correctly learn the skill required for their children to have strong literacy skills	Parental Involvement	All	PAC/Admin/ILT	Summer 2012	Quarter 2	Behind	Summer planning, Orientation before school



**Strategic Priority 1**

Purchase Reading In Motion. Reading In Motion (RIM) is a teacher-delivered, early reading program that was introduced to six new schools in School Year 2011 (2010-2011). The kindergarten program uses a music-based platform to teach phonemic awareness, letter decoding, and word decoding through whole group instruction, small group instruction, independent work areas, fluency warm-ups, and assessment. To learn the RIM curriculum, teachers initially participated in 3 full days of professional development. At least twice a month from September through May, a RIM coach provided coaching to their paired classroom teacher as s/he implemented Reading In Motion	Instruction	Other student group	Administration	Summer 2012	Quarter 1	On-Track	The next steps are to sign the contract with the consultants. Schedule for professional development over summer.
Continue using Storytown. It is a balanced literacy program that was recently purchased and works. Purchase listening centers for every primary classroom. Readers Workshop, Writers Workshop and PD will be provided to help teachers with classroom techniques	Instructional Materials	Other student group	K-3 Teachers	Summer 2012	Quarter 1	On-Track	Complete an inventory of current materials. Order needed materials over the summer
Teachers will provide guided reading/center time at least three times per week	Instruction	Other student group	K-5 Teachers	Summer 2012	Quarter 1		Summer planning
At second DIBELS screening, students in the bottom 15% will begin the RTI process.	Instruction	Other student group	K-2 Teachers	Quarter 1	Quarter 1		
Students who are in the bottom group (the red group) at the initial DIBELS screening will have their progress monitored biweekly to monitor improvements. This can be done during guided reading/center time	Instruction	Other student group	K-2 Teachers	Quarter 1	Quarter 1		Review current K-1 data to identify students for the Beginning of the year Dibels assessments
Teachers at all grade levels will submit at least five entries per grade level in the CPS Young Author's competition	ILT/ Teacher Teams	Other student group	Teachers	Quarter 1	Quarter 3		
CCSS training for K-2 teachers June 26,27,28	Instruction	All	Administration/ Teachers	Summer 2012	Quarter 1	On-Track	During each day, teachers will focus in on the CCSS Foundational Skills: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. Teachers will focus on how to provide high quality instructional on these core skills that will allow children to read high quality complex text, and leave our early childhood classrooms reading at benchmark, prepared for the increasing rigor of 3-8 grade, while simultaneously learning to love reading!

### Strategic Priority 1

Administration will arrange for on-site workshops about integrating technology into the curriculum. My First Media, consultant will assist with professional development, as well as provide instructional support for teachers in literacy strategies	Instruction	All	Administration	Summer 2012	On-going	On-Track	Summer Planning
All will work together to develop a two year technology plan to be implemented immediately.	Equipment/Technology	All	Administration/Teachers	Summer 2013	Year 2		Summer planning
During each Staff Development Day and Professional Development Day, a teacher from each department will share how technology is integrated into classroom lessons and student projects	ILT/ Teacher Teams	All	Administration/Teachers	Summer 2012	On-going		Summer planning and development of professional development plan
Provide intervention blocks in reading to move students in special ed from LRE3 to LRE2, or LRE2 to LRE1	After School/Extended Day	Students With Disabilities	Administration/Teachers/Casemanager	Summer 2012	Quarter 2		Summer planning and development of professional development plan
Provide common planning time for GenED teachers and Special Ed teachers in all grade levels to collaborate regarding student progress and instructional best practices to foster inclusive best practices. Collaboration logs will be kept on file for each meeting	Instruction	Students With Disabilities	Teachers/Administration	Summer 2012	On-going		Teacher currently have collaboration logs on file. School will continue to improve practices. Summer planning and development of the school calendar and schedule
ILT and Administration will facilitate learning walks and review assessment data to measure or monitor student outcomes	ILT/ Teacher Teams	All	Teachers/Administration	Quarter 1	On-going		School has implmented learning walks for the current school year. School will continue this practice for next year and will be ongoing
The school will focus on the following elements for Balancde Literacy during the first year of implementation: Read Aloud, Guided Reading, Independent Reading with dialogue journals and conferences	Instruction	All	Teachers/Administration	Summer 2012	Quarter 4		Summer planning to develop instruction framework for Balanced Literacy, Professional development with the Network

## 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
Kozminski will integrate writing and literacy skills in mathematical practices school-wide to improve student outcomes on district formative/summative assessments, classroom assessments and ISAT.	The school will be switching to NWEA next school year. The school will continue to administer the ISAT until 2014 as a tool to measure student growth/achievement. Currently, the ISAT data is used to determine school's performance status. Kozminski has been on probation for three years. In order for Kozminski to be removed from probation, we must achieve a Level 1 or Level 2 for two consecutive years. There are 7 metrics that are

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
For the math priority, there is staff consensus that a math program needs to be purchased in which all teachers agree on and will commit to use. School will use Saxon math during intervention blocks or for afterschool tutoring for struggling students. The school will use Everyday Mathematics for grades K-5 and Connect Math for grades 6-8	Instructional Materials	All	ILT, Math Committee/Admin	Quarter 4	Summer 2012	On-Track	Complete inventory of current Math materials, purchase new curriculum Connect Math for grades 6-8
The school will integrate writing and literacy skills in math school wide to improve student outcomes on district and classroom assessments:	Instruction	All	ILT, Math Committee/Admin	On-going	On-going		Summer planning and professional development to develop pacing guides and curriculum maps
Teachers in grades K-5 and grades 6-8 will use the same math program and implement it with fidelity	Instructional Materials	All	ILT, Math Committee/Admin	Summer 2012	Quarter 1		Summer planning and professional development to develop pacing guides and curriculum maps
At the end of each week, teachers will create a weekly review sheet and administer to students. This sheet will tell teachers if students are keeping pace with the week's math activities. Students who are not on track can receive remediation on Fridays	Instruction	All	Teachers	Quarter 1	On-going		Summer planning and professional development to develop pacing guides and curriculum maps
Teachers will utilize Scantron and mCLASS math scores to identify at-risk students. These students will receive additional homework and remediation when possible to address deficiencies	Instruction	All	Teachers	On-going	On-going	Completed	
At the end of each semester, each department will host a family math night. Parents will be invited to come in and see what their student is learning and learn tips/ideas for how they can help at home	Parental Involvement	All	Teachers/Admin	Quarter 2	Quarter 4		
Teachers will provide progress monitoring every other week to students who are in the 'red' on mCLASS math	Instruction	All	K-2	Quarter 1	On-going		

### Strategic Priority 2

Using the common core standards, primary grades would focus on counting and cardinality, operations and algebraic thinking, measurement and data, and geometry. Teachers will purchase more math games and maybe have an after school math club. A primary grade teacher will teach the after school program, and it will start at the beginning of the year. Teachers will keep using Saxon Math and use Everyday Math to supplement	Instruction	All	Administration/ Teachers	Summer 2012	Quarter 4		Summer planning and professional development to develop pacing guides and curriculum maps
Administration, PTA, and the Grant Writing Committee will work together to seek funding to address needs as identified in the technology plan	Equipment/ Technology	All	Administration/ Teachers	Summer 2012	On-going		Summer planning and professional development to develop pacing guides and curriculum maps
Purchase ST Math software to supplement and support struggling students	Equipment/ Technology	All	Administration/ Tech Coordinator	Summer 2012	Quarter 1		Schedule meeting with consultant to discuss cost of software
Administration will arrange for on-site workshops about integrating technology into the curriculum	Professional Development	All	Administration	Summer 2012	On-going		Summer planning and professional development to develop pacing guides and curriculum maps
All will work together to develop a two year technology plan to be implemented immediately to support math instruction	ILT/ Teacher Teams	All	ILT/Tech Coordinator/ Admin	Summer 2012	Quarter 3		summer planning and professional development to develop pacing guides and curriculum maps
Daily in class conferencing and feedback along district level assessments and online and network interactive applications such as Study Island, A+ Learning, Education City, Kid's College, and Read 180 will provide realtime data to guide instruction and assess success of strategies. Data walls within every classroom showing the number of students meeting or exceeding standards as well as those needing additional support and strategies to meet standards	Instructional Materials	All	Administrations/ teachers	Quarter 1	Quarter 4	On-Track	Teachers were provide Scantron and Dibels scores to review with students and develop end of the year goals
Teachers will do bi-weekly data collection to monitor student progress. Teachers will also use Tier system to track students progress from not meeting to meeting, meeting to exceeding.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	
Develop Algebra program for year 2 so 7th and 8th graders can test out of the program the first year of high school	ILT/ Teacher Teams	All	Administration/ ILT/ Math Team	Summer 2012	Year 2		Summer planning and professional development to develop pacing guides and curriculum maps
ISAT Academy on Saturday to reinforce skills to assess and prepare students for Explore and selective enrollment entrance exams	After School/ Extended Day	All	Administration	Summer 2012	Quarter 2		summer planning and professional development to develop pacing guides and curriculum maps
Send teachers to professional development to learn new strategies in CCSS Math to support classroom instruction	Professional Development	All	Administration	Summer 2012	On-going		Summer planning and professional development to develop pacing guides and curriculum maps

**Strategic Priority 2**

<p>Use pre-reading strategies to help students get the most from their math books. Math books are set up quite differently than any other type of text book. This means that pre-reading, comprehension strategies that work with social studies or science books need to be modified. One pre-reading strategies is called T.H.I.E.V.E.S. Each letter in the acronym stands for a distinct part of an informational text: "T" for title, "H" for headings, "I" for introduction, "E" for every first sentence, "V" for visuals and vocabulary, "E" for end of chapter questions, and "S" for summary. This strategy engages students in the topic they are about to learn and helps teach them how to use all the elements of informative text. But how useful is it for a math text? By changing the first "E" from "Every first sentence" to "Examples" the T.H.I.E.V.E.S. strategy becomes an effective pre-reading strategy for math books.</p>	Instruction	All	Administration/ Teachers	Summer 2013	Year 2		Summer planning and professional development to develop pacing guides and curriculum maps
<p>Word walls help students learn the language of math. Elementary school teachers have long known the value of word walls. Secondary content area teachers are now using them for a variety of purposes. Content area vocabulary words can be posted on classroom walls helping students learn to speak and understand the language of a specific discipline. Word walls can become important literacy resources in any classroom</p>	Instruction	All	Administration/ Teachers	Summer 2012	Quarter 1	On-Track	Summer planning and professional development to develop pacing guides and curriculum maps
<p>Students will learn to read, Write, and speak about math. Students must learn to read and understand math problems. When algebra students are studying systems of equations, they must be taught to understand the pattern of the written scenarios for the real life application of this skill set. Although most algebra books have abandoned the classic example, "when two trains leave the station," algebraic word problems are still massive brain breakers. Great math teachers actively teach their students how to translate words to math symbols and math symbols back to words. They require their students to write in math journals narrations of the logical thought processes used to solve problems. And perhaps just as importantly, effective math teachers engage their students in professional discourse</p>	Instruction	All	Administration/ Teachers	Summer 2013	Year 2		Summer planning and professional development to develop pacing guides and curriculum maps
<p>Provide intervention blocks in math to move students in special ed from LRE3 to LRE2, or LRE2 to LRE1</p>	After School/ Extended Day	Students With Disabilities	Special Ed Teachers/ Case Manager	Summer 2012	Quarter 2		Hiring new case manager and teachers for the special ed department

**Strategic Priority 2**

Test Special Ed students and monitor progress using EASY CBM software to increase student achievement	Equipment/Technology	Students With Disabilities	Special Ed Teachers/Case Manager	Quarter 1	Quarter 4		Special ed teachers currently use EASY CBM software to track and monitor student achievement
Design lessons that integrate multiple resources. Math teachers will plan literacy skills into their lessons. Today's teachers are visiting sites like TeacherTube or subscribing to online resources like United Streaming, downloading brief video clips (three to five minutes in length) on topics such as the peculiar properties of right angles, and inserting them into lessons on the Pythagorean Theorem. These kinds of lessons are rooted in literacy education because they help the learner access prior knowledge, increase motivation to learn, and create anticipation for new math knowledge. Math teachers are recognizing that today's students require active teaching strategies, infused with literacy practices that engage the learner and make learning relevant	Instruction	All	Administration/Teachers	Summer 2013	Year 2		Summer planning and professional development to develop pacing guides and curriculum maps

### 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
Kozminski will develop and implement school-wide social-emotional strategies to provide support and intervention when minor behavioral challenges arise that disrupt classroom instruction.	Research shows that social skills and emotional development are very important part of school readiness. Some social and emotional behaviors are often harder to pinpoint than signs of physical development. Implementing strategies in this area will help Kozminski emphasize skills that will increase self-awareness and self-regulation. Thus providing a school environment that is safe and conducive for learning for all students. If we focus on

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
PBIS/RTI team which will be comprised of Dean, Admin, Parent Rep(s), Counselor, Security, Teacher from each department. All will work together to assist in SEL for students, meet weekly to discuss school climate and provide intervention strategies school-wide to address <u>student behavior</u>	Other	All	PBIS/RTI Members	Quarter 1	On-going	On-Track	Discussed at the next staff meeting
Teachers can administer short, weekly lessons that aid in SEL (see ISBE guide)	ILT/ Teacher Teams	All	PBIS/RTI Members	Quarter 1	On-going		Summer planning
Social agencies can come in and give presentations on different topics: Character Development, Bullying and Social Communication	Other	Other student group	Administration	Quarter 1	On-going		Summer planning
Use a program in which teachers ‘mentor’ students who need additional support for social behaviors	Other	All	Administration	Summer 2012	On-going		Summer planning
Have a psychologist/therapist who can at least commit to being here once or twice a week. These students need someone to talk to and someone who is actually trained in dealing with their problems	Other	Other student group	PBIS/RTI Members	Summer 2012	On-going		Summer planning
Teachers will post a word wall that has vocabulary that identifies feelings. In this way, students can have words to verbalize their feelings instead of reacting physically	Instruction	All	Teachers/PBIS Members	Summer 2012	On-going		Discussed at the next staff meeting
Teachers will establish a Justice Center in each classroom. This center will be a place where students involved in a conflict can go to resolve matters. Students will begin by filling out a log to identify the problem and work together to solve it. If they are successful, students will receive a PBIS ticket.	Other	All	Teachers/PBIS Members	Summer 2012	Quarter 2		Discussed at the next staff meeting
Administration will work with students to create a student court. Cases that cannot be resolved in the Justice Center can be referred to the higher court or Justice League	Other	Other student group	Administration	Summer 2012	Quarter 2		The Administration will meet with Student Government

**Strategic Priority 3**

The Social Worker and Counselor will develop groups that target students who display at-risk emotional behavior. As needed, whole school surveys will be given to the student body to find out areas of need.	Other	Other student group	Counselor	Quarter 1	On-going		Summer planning
Administration will supply training for staff to better understand and respond to the social/emotional needs of the school body. Administration will supply training for staff to better understand and respond to the social/emotional needs of the school body	Professional Development	All	Administration	Summer 2012	Quarter 1		Summer planning
Use the ISBE guide to help implement a program into each grade level that promotes social/emotional learning. This could be a part of the extended day.  <ul style="list-style-type: none"> <li>• PBIS</li> <li>• Classroom expectations are clear from day one</li> <li>• Start in August use all year</li> <li>• Identify and manage one's own emotions and practice self talk to calm yourself</li> <li>• Describe something that you would be able to do better</li> <li>• Describe a situation when you needed help</li> <li>• Investigate community resources that promote student success</li> </ul>	Other	All	PBIS/RTI Members	Summer 2012	Quarter 1		Discussed at the next staff meeting
Develop and implement behavioral lesson plans that structure how staff teach the expected behaviors from the school-wide behavior matrix. These lesson plans would be taught weekly following the PBIS kick-off.	Instruction	All	Teachers/PBIS Members	Summer 2012	On-going	On-Track	Continue to send staff to PD, staff will comeback to train other members
Hire Student Intervention Specialist to assist with peace circles and social programs to provide intervention for struggling students	Other	All	Administration	Summer 2012	On-going		Post position and identify candidates with prior experience
Discussions and ideas regarding school climate have been shared by all elements of our learning community. Several ideas and strategies have been suggested and proposed. One idea was the Calm Classroom program, a school climate program which uses deep breathing techniques	Other	All	Teachers/PBIS Members	Summer 2012	Quarter 1		Discussed at the next staff meeting
Provide after school activities in Dance, Art, Music and other programs that are enriching and will help to develop and foster student growth both socially and mentally	After School/ Extended Day	All	Administration	On-going	On-going		Reach out to school partners to continue programs next year



**Strategic Priority 3**

Provide incentives for students who are on track both academically and behaviorally	Other	All	Administration/ teachers	Summer 2012	On-going		Summer planning
PBIS Team will consistently review school data. Looking at: -Average ODRs(office discipline referall) per day/per month -Type of behavior occurring -Location -Time of day -By student	LSC/ PAC/ PTA	All	Teachers/PBIS/RTI Members	Summer 2012	Year 2	On-Track	Teachers and Admin have attended PBIS training. The next steps is to develop a more indept team that will review data and implement school-wide strategies. The school is currently implementing PBIS, however more collaboration and cohension is required to make the program successful.
The school will implement the Second Step Curriculum. Second Step is an evidence-based social-emotional learning curriculum that ultimately helps students succeed both socially and academically. Studies show that children with stronger social-emotional skills do better in school. And that's what the new Second Step program is all about. It teaches Skills for Learning, empathy, emotion management, and problem solving—the tools your student need both inside and outside of the classroom	Instruction	All	Teachers/PBIS Members	Summer 2012	Year 2	On-Track	School represents have attended the Tier 1 trainings for Second Step. Attendees will implement professional developed at the school for staff and teachers. Next, steps is for the school representative to participate in the Tier 2 trainings and begin implementation school-wide. The school will implement the Tier 1 strategies and will provide onging professional development for staff for school 2012-2013, Tier 2 for 2013-2014 and Tier 3 for 2014-2015.
The Individuals with Disabilities Education Act (IDEA) requires that all children with disabilities must be educated in the least restrictive environment (LRE) that is appropriate for them. The spirit of this requirement is to ensure that children are not unnecessarily removed from the regular classroom or isolated from other non-disabled children of their age. LRE decisions are made based on children's learning needs and vary from child to child. IDEA also requires that schools provide a full continuum of services ranging from regular classrooms with support to special classes, and special school placements as needed. Individual Education Program (IEP) team is responsible for determining the most appropriate educational placement in the least restrictive environment that can meet the student educational needs both academic and behavior.	ILT/ Teacher Teams	Students With Disabilities	Special Ed Teachers/ Case Manager/ Administration	Summer 2012	Year 2	On-Track	Kozminski has been providing LRE training and IEP writing professional developments for teachers and staff. The school will continue to work to improve the Special ed department ensuring IEP's are current and being implemented in the classrooms; and students are place in the correctly LRE.
Daily Character Development lessons will be provided to teachers to instruct students on how to behave in and out of school. The lessons will be design to train student how to positively interact with their peers and how to successfully resolve conflicts.	ILT/ Teacher Teams	All	Teachers/PBIS Members	Summer 2012	Year 2		Next steps are to provide training for staff with the PBIS curriculum and begin implementation the first day of school.
Professional Development for staff and teachers on the Second Step Curriculum	Professional Development	All	Teachers/PBIS Members	On-going	Year 2	On-Track	Staff is currently being sent to trainings.
Professional Development in PBIS for staff, teachers, and Administration	Professional Development	All	Teachers/PBIS Members	Quarter 4	Year 2	On-Track	Staff and admin attended the PBIS training April 26-29, 2012

**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
Kozminski will develop and implement a school-wide plan to increase parent/guardian involvement and teach them how to effectively communicate and interact with school personnel.	Parental involvement is another important component that can have a positive effect on student achievement. According to research, increased parental involvement increases student achievement. Increased parental involvement so that parents can better communicate regarding their child progress; and be more effectively utilized at the school to support classrooms and student learning.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administration, teachers, and members of the PTA will spearhead an initiative to have all parents sign-up to volunteer at least twice during the school year. In this way, parents will become more involved in our school community.	Parental Involvement	All	Allstakeholders	Summer 2012	On-going	On-Track	Schedule meetings during summer planning
The Administration, teachers, and PTA will host a beginning of the year picnic for the entire school community and neighboring residents on the field. All will have the chance to connect and build relationships in an informal setting.	Parental Involvement	All	Allstakeholders	Summer 2012	Quarter 1		Schedule meetings during summer planning
PTA will work together to provide and on-going parent workshop program which will assists parents with helping their students succeed in and out of the classroom, thus assisting teachers in their endeavor to leave no student behind.	Parental Involvement	All	Allstakeholders	Summer 2012	Year 2		Schedule meetings during summer planning
Teachers and staff will work together to host a monthly game night to bring the school community together in a relaxed setting and build relationships	Parental Involvement	All	Administration/ Teachers	Summer 2012	On-going		Schedule meetings during summer planning
Administration and teachers will work with the PTA to sponsor a PTA membership drive in an effort to increase membership.	Parental Involvement	All	Allstakeholders	On-going	Year 2		Schedule meetings during summer planning
Administration will work with the office staff to create weekly messages that will be sent via the outgoing message system to make sure parents are aware of pertinent information	Parental Involvement	All	Administration/ Teachers	On-going	On-going	On-Track	
Develop onsite job training workshops for parents who need assistance finding employment	Parental Involvement	All	Administration/ Teachers	Summer 2012	Year 2		Schedule meetings during summer planning

### Strategic Priority 4

Review common core standards with parents in detail by giving bi-weekly workshops. This will help parents understand the requirements of the standards and promotion policy for benchmark grades and all grades.	Parental Involvement	All	Administration/ Teachers	Summer 2012	On-going		Schedule meetings during summer planning
Professional development will be offered for the teachers in strategies for teaching literacy and math to parents. Once they have completed the training, teachers can get additional credit for explaining the training to parents	Parental Involvement	All	Administration/ Teachers	Summer 2012	Year 2		Schedule meetings during summer planning, teachers will register for summer professional development
Quarterly Movie night for parents will be held at the school. The first movie scheduled to be viewed is Waiting on Superman to discuss how allstakeholders can address the problems students are having in school both socially and academically	Parental Involvement	All	PTA/PAC/LSC/ ADMIN	Summer 2012	On-going		Summer planning
Develop a school-wide policy that the parents must sign at the beginning of the school year that states they will have their child in uniform and at school daily. Each classroom can make a monthly (holiday themed) sign to hang in the window to show that they have perfect attendance that day. Have an attendance committee to brainstorm ideas to keep attendance levels up throughout the year by offering prizes or announcements.	Parental Involvement	All	Administration/ Teachers	Summer 2012	Summer 2012		Summer planning, orientation
K-2 team will host a reading night for families. Parents will be invited to come to the school and learn about where their child should be academically, throughout the course of K, 1st and 2nd grades. Parents will learn about the value of read alouds, completing homework, etc.	Parental Involvement	All	Teachers	Summer 2012	On-going		Summer planning
Continue to expand the Father's Club to become sustainable and facilitated by parents	Parental Involvement	All	Administration	On-going	On-going	On-Track	Continue with meetings, schedule next meeting in June 2012
Develop a mother's club for the same efforts of increasing parental involvement in the school to support student achievement	Parental Involvement	All	Administration	Summer 2012	On-going		
School will host orientation during the summer to discuss school rules, regulations, expectations and other pertinent information for parents	Parental Involvement	All	Administration	Summer 2012	Summer 2012		Develop agenda in June after the regular school year ends
Continue to develop the parent room so that parents can host meetings or come to utilize technology to check student grades and stay informed of their child's progress	Parental Involvement	All	PTA/PAC/LSC/ ADMIN	Summer 2012	Quarter 2	On-Track	Communicate and plan with the engineer
Provide onsite parent classes: GED, Resume Writing, How to be a success parent, How to effectively communicate with your child's teacher, etc	Parental Involvement	All	PTA/PAC/LSC/ ADMIN	Summer 2012	Year 2		Summer Planning to develop calendar

**Strategic Priority 4**

Host Open House 2-3 times a year to showcase the school to the community and interested families who may want to enroll their child(ren)	Parental Involvement	All	Administration	Summer 2012	On-going		Summer Planning to develop calendar
Purchase materials and supplies to use as incentives to motivate parents to attend PAC, PTA and LSC meetings	LSC/ PAC/ PTA	All	PTA/PAC/LSC/ ADMIN	Summer 2012	On-going	On-Track	Discuss at the next LSC meeting
Host banquets to acknowledge parents for their support and effort toward school improvement	LSC/ PAC/ PTA	All	Administration	Summer 2012	On-going		Summer Planning to develop calendar

### 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

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps