Thomas Kelly High School (/school-plans/549) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/12/2016	Gretchen Bates, James Coughlin, Brian Richter, Raul Magdaleno, NCLB PAC members	NCLB PAC meeting and input for CIWP parent plan, employent of NCLB parent funds
02/03/2016	James Coughlin, Nate Flint, Brian Richter, Raul Magdaleno, Wendy Fischer, Kelly Admin. Team	Convening of CIWP team, selection of additional members, review of updates in the CIWP process

Date	Attendees	Purpose
02/23/2016	James Coughlin, Brian Richter, Raul Magdaleno, Bernetta Taylor, Lisa Carlos, Susana Montano, Keith VanRhein	Plans for SLT, ILT, and parent inputs for SEF and delegation of roles for goals/priorities
02/25/2016	ILT members, DLT members, SLT Members, CIWP team members	Input session for SEF
03/10/2016	ILT members, Ms. Fischer, Dr. Carlos, Mr. Coughlin	Input session for ILT on CIWP priorities and goals
03/17/2016	ILT members, DLT Members, SLT members, CIWP team members	Input session 2 for SEF and review of selected priorities and goals
03/18/2016	James Coughlin, Brian Richter, Bernetta Taylor, Raul Magdaleno, Joellen Zielazinski	Review of draft CIWP action steps for budget alignment planning
04/04/2016	Parent Stakeholders (NCLB PAC), Jim Coughlin, Gretchen Bates	Parent inputs for CIWP and parent related components of CIWP
03/21/2016	Local School Council Members, James Coughlin, Brian Richter	Input session for SEF and review of proposed priorities
04/11/2016	Local School Council Members, James Coughlin, Brian Richter	First reading of CIWP to LSC

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 2 **3** 4

> Through REACH observations, formative non-evaluative administrator observations that provide both positive and formative feedback, and the implementation of Cycles of Professional Learning with ILT led learning walks, the principal endeavors to provide job-embedded professional development and individual teacher coaching to improve instruction. As we transition out of having the resources afforded by a School Improvement Grant, our focus will be to sustain successful structures such as a transformed ILT, Social and Academic Support Team, course planning teams, post-secondary leadership team, and departmental leadership team to continue to provide professional development necessary to improve teaching and learning outcomes and distribute leadership. In the interest of SIG transformation sustainability and in light of the new REACH framework for assistant principals, current responsibilities will be assessed and adjustments made to ensure there is appropriate leadership for the variety of enterprises at Kelly and to enhance the their leadership development. While structures exist for family and community involvement, the school needs to continue to endeavor to further engage these stakeholders.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**

- Model ambitious goals for teaching and learning for all students, including priority groups.
- Draw from the best available evidence to inform instructional improvement decisions.
  - **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 **3** 4

> With the support of NCS, the Kelly ILT has been transformed to focus upon Cycles of Professional Learning with more of an instructional focus than in previous years. As we surrender our SIG funds, we need to focus on sustaining the vital work of the ILT, including providing resources to continue their enhanced ongoing professional development to empower them to continue to organize learning walks that provide formative feedback inputs for teachers and support school wide implementation of the Reading Apprenticeship Framework to increase literacy and college readiness for all students. The ILT will continue to plan and lead professional development activities and learning walks. The performance of the ILT has been firmly established and is proving to be a transformative force for improvement of teaching and learning at Kelly, and we recognize the need to support them in the interest of all stakeholders. The next step for the development of the Kelly ILT is to evaluate membership and elicit involvement to ensure there is representation from teachers of all content areas.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1   2   **3**   4

The ILT, Social and Academic Support Team, PPLC, and Post-Secondary Leadership teams have taken responsibility for planning professional development. The ILT facilitates instructor-led training and embedded PD including learning walks to support implementation of the Reading Apprenticeship framework, critical thinking, and metacognition. Currently, about 2/3 of Kelly teachers have been trained in this framework and opportunities to train others should yield a school-wide literacy framework that improves student performance. The SAS Team delivers training and coaching around social and emotional learning and MTSS, including support for CHAMPS implementation. The PLT affords professional learning opportunities aimed at continuing to support the transformation of Kelly from a positive high school environment to a college going culture, and the PPLC provides inputs regarding proposed content for these trainings. These endeavors have been supported by NCS partnership through SIG, and should be sustainable after 3 years of resources and intense training of teacher leaders. Targeted training also has been provided by these teams to our Freshmen Academy teachers with the goal of increasing numbers of 9th graders on track and other student outcomes.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 **2** 3 4

We have a responsible budgeting process that accounts for discretionary funding with budget aligned to CIWP strategic priorities, stakeholder participation in funding allocations that include input from the ILT, PPLC, and approval from the LSC. We also supplement NCLB and SGSA funding of academic and enrichment programs with a variety of partnerships that include a 21st Century Community School and counseling services provided by BPNC, GEAR UP and After School Matters. Our Five Essential results indicate the need to include additional stakeholders in decisions regarding allocation of resources, and this will be a focus over the next two years. After years of overcrowding, Kelly is currently at a size that is commensurate with the building capacity allowing exploration of innovative scheduling models over the next couple years, and Kelly has reduced from as many as four start/end times to one for the first time in over 20 years. PPLC staff surveys also indicate a need for resources to be allocated to upgrade technology and train teacher in that technology to increase blended learning opportunities for students to support college and career readiness for all students.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

Score

1   2   **3**   4

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Course planning teams have been working to develop units of instruction employing backwards design and mapping curricula. Most existing and new units/maps have been aligned to CCSS. Diverse learner and EL teachers participate with content area teachers to incorporate appropriate strategies to meet the needs of English Language and diverse learners. This has been the norm for core area classes for the last ten years with curriculum addressing College Readiness Standards which we believe is a contributing factor to the trajectory of growth and improvement during that time on EPAS assessments. Curriculum is housed in a Google platform and accessible to teachers. There is a need to work with teachers and course teams whose curricula and unit plans need improvement and alignment and the next step would be to provide opportunities for interdisciplinary horizontal alignment of the curricula. This is partially being implemented using the Reading Apprenticeship framework, with so many teacher trained and implementing it provides opportunities for the interdisciplinary work rooted in literacy and critical thinking. As the state is considering changes to the college gateway examination administered in high school from ACT to SAT, curricular shifts will also be needed to align to the new assessment as well as PARCC to best prepare students to achieve to the maximum extent possible as this provides college choice and scholarship and financial assistance opportunities.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
    - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
        - Use English and native language development in addition to content standards to differentiate for English learners.

- Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), etc.)**
  - **Integrate academic and social emotional learning.**
  - **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 **2** 3 4

> Over the last two years, instructional materials have been procured that are aligned to Common Core State Standards, although older materials in use are aligned to College Readiness Standards as this has continued to be the college gateway exam until the end of the current school year. There is a need to shift from traditional curricular materials to blended learning platforms supported by technology, especially since assessments such as ACCESS and PARCC and the variety of surveys that elicit student inputs are computer/tablet based. With the transition to Next Generation Science Standards, the sciences will be a focus for upgrades of instructional materials. EL materials and materials to support diverse learners also need to be reviewed to ensure alignment to standards as well as accessible to students with respect to English language attainment levels, specific diverse learning needs, or both for our EL/diverse learner population of nearly 100 students.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

> Scheduling structures will be explored to provide teachers additional opportunities to examine student work in a collaborative setting. While teachers report that they feel there is an adequate level of rigor, student responses indicate that there is room for growth in this area on the most recent 5 Essentials survey. Instructor led and embedded professional development needs to continue with an emphasis on metacognitive learning, articulating relevance at the student level, and developing rigorous instructional tasks that challenge students. This will be supported by feedback to teachers from ILT led learning walks as well instructional rounds and personalized REACH conversations from the Kelly administrative team.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards**

and engage in critique and revision.
- ○ **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - ▪ Analyze models with students to build a vision of quality.
  - ▪ Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - ▪ Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

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This has been an area of growth over the last few years, but there is room for more with 32.2% of Kelly students graduating with early college credentials, 52.2% of graduating seniors enrolling in college in 2014, and a most recent reported college persistence rate of 62.2%. Kelly has been able to enhance a post-secondary leadership team that meets regularly and includes a variety of stakeholder representation. Post-secondary efforts are also enhanced by partnerships from GearUp and Brighton Park Neighborhood Council. We are currently exploring additional dual credit course offerings in partnership with Daley College, refining AP and IB offerings to increase student success in this rigorous coursework, and increased opportunities to engage parents in their children's college and post-secondary exploration process earlier in high school. A major focus of this work involves curricular shifts and increased opportunities for students to access rigor to empower them with the skills needed to be ready for post-secondary education upon graduation from Kelly. Our AVID program which comprises about 10% of our students continues to be highly successful in preparing students for college and those student persisting, with 100% of AVID students matriculating upon graduation. AVID methodologies provide resources and strategies that need to be employed school wide to increase access to college. Additionally, IB diploma and certificate candidates have high levels of matriculation and persistence in college, with many earning full scholarships to universities.

Guide for Transitions, College & Career Access & Persistence

- ○ **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - ▪ Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - ▪ Monitor the progress of English learners after transition from services.
  - ▪ Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - ▪ Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - ▪ Use student data and best practices research to develop focused programs.
    - ▪ Expand access beyond students who are struggling academically.
    - ▪ Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - ▪ **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - ▪ Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - ▪ Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - ▪ Start the conversation about college in primary grades.
    - ▪ Make parents aware of academic opportunities and supports for their child.

- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

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This continues to be growth area for our core course teams over the past two years. Department chairs, instructional coaches and administrators lead course team and individual teacher discussions of interim assessment results and in the implementation and monitoring of the resulting reteaching plans. However, engagement in this process is uneven and focused on core area disciplines and there is a need for non-core areas to increase engagement. With 2/3 of Kelly teachers trained in Reading Apprenticeship including many non-core teachers, Kelly is poised to move in a positive direction in this endeavor.

The ILT continues to focus on metacognitive strategies to address Kelly's Target Instructional Area (disciplinary reading) and is supporting teachers with ongoing embedded professional development and learning walks to support and provide feedback. Uneven fidelity in the areas of articulating learning objectives at the student level, checking for understanding, and questioning/discussion techniques continues to manifest in some classrooms, although instruction is improving with inputs from REACH observations, learning rounds, and instructional walks. There continues to be a need for additional coaching for identified teachers. A major emphasis of SIG activities has included providing access to complex texts and challenging learning tasks for EL and diverse learners supported by coaching and professional development, and sustainable structures will allow this work to continue. There will also need to be instructional shifts to prepare students for new college gateway exams (SAT) and PARCC as CCSS transition has been and will continue to be an instructional emphasis area. This will mean PD for teachers and a shift in Data Driven Instructional focus and fidelity to implementation of this practice to ensure coherence and assess student growth and attainment. Currently, Kelly performs better than 27% of high schools nationally in ACT growth (17.4 average) and better than 34% of schools nationally in EPAS growth, so improvement has occurred but there is room and need for accelerated growth as in tandem with the assessment shift. Social and Emotional learning opportunities need to be provided with a structure that allows counselors access to classrooms as well as teacher incorporating of SEL instruction as appropriate in their unit plans.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
    - Guide students to articulate the relevance of the objective(s) to learning.
    - Anticipate possible student misunderstanding.
    - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
    - Enable students to contribute to extending the content by explaining concepts to their classmates.
    - Build on students' language development and understanding of content.
    - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
    - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
    - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
    - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
    - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
    - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
    - Provide targeted supports to individual students or groups of students based on their identified needs.
    - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

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Kelly provides a variety of curricular, school time, research based diagnostic interventions that include MTSS interventions for reading and math that are grouped for differentiation and supplement the curriculum with strategies derived through Reading Apprenticeship and other resaerch based interventions. This is supported by after school time tutorials available at a variety of times to meet family needs and include specialized tutorials for 11th graders preparing for the ACT to provide enhanced access to college. While past efforts have emphasized academic intervention, the formation of a Social and Academic Support (SAS) team to address tier 1 interventions and a CARE team to provide intensive tier 2 and 3 interventions for students in crisis have included intentional emphasis on the social and emotional aspects of students' needs. These teams have met regularly and have referred students for a variety of academic and clinical interventions. With the loss of SIG funds, school-based resources and other grant-funded opportunities will need to be elicited. This will include tracking students who have participated the variety of interventions to evaluate and determine success by intervention since we will likely not be able to sustain all of these after the SIG and need to act responsibly in light of diminished resources. In partnership with BPNC, we are already exploring opportunities to sustain this work. Evidence of growth in this area is the 90.2% on track rate at the end of semester 1 (February, 2016). This is 10% higher than in the previous school year and Kelly is in a position to hit 80% in this metric at the end of the school year for the first time since this has been tracked and up from 73.2% in the previous year and the 49% average eight years ago. Another indicator of positive progress is the 92%+ attendance average enjoyed over the last few years, although we are not complacent and intend to continue to increase attendance.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.

- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

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Kelly's internal scanning capacity is enhanced by CIM technology which provides a centralized database for a variety of assessments. Course planning teams review, analyze, and make instructional decision with respect to results on interim and common assessments with varying degrees of fidelity and this needs to be addressed by school leadership to ensure coherence.There is a need to build consensus among teachers about the the types of interim assessments to be used to measure student growth and inform instructional decisions in light of PARCC and the new ISBE college gateway examination for 11th graders (SAT). Technology has been upgraded to provide access to platforms for the increasing number of computer based assessments such as ACCESS and PARCC. Teachers also need PD to show them how to better use assessment data in grading, to inform instructional decisions, and to guide student referrals for MTSS tiered interventions. Currently, assessment data continues to be also used for student placement in differentiated instructional groups. Accommodations and modifications are provided for diverse learners and EL students. Teachers have been trained to use scanning technology available in the faculty room.

Grading practices are moving in the right direction in terms of balance, as evidenced in the 90.2% FOT rate at the end of semester 1 in February of 2016 which is 10% higher than the previous year. There is room for increased fidelity in this area. Most Kelly teachers provide grade feedback with at least three grades given per week. While students are well versed in progress monitoring employing student portal and Freshmen Academy and many non-freshmen teachers incorporate grade checks in class with students to include them in their own accountability for their achievement, parent portal use is only about 35% and efforts to increase this need to continue to be a focus area

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student

Tasks)
- ○ **Utilize assessments that measure the development of academic language for English learners.**
- ○ **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- ○ **Improve and promote assessment literacy.**
    - Work together on building common assessments within a department, course, or grade level team.
    - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
    - Use common protocols and calibrate on scoring and grading in teacher teams.
    - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- ○ **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
        - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
        - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

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A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Kelly continues to have a positive and supportive high school environment from feedback received by most every outside visitor. Even though the school has over 70 extra-curricular organizations and 40 interscholastic sports teams, award winning music programs in band, orchestra, and chorus and about 70% of students participate in some out of school time activity, student input from Five Essentials indicate that they feel there is room for growth in this area. Informal data collection from students points to isolated instances of perceived lack of support, usually from that one teacher, that muddies the water and this may inform student responses on the survey. This information points to a need for consistency among all teachers and staff and PD to empower all teachers to be positive and supportive of their students. Teachers also reported that the feel they provide the appropriate levels of challenge for their students, but students reported that there is also room for growth in this area. This survey data has been shared with teachers in a PD setting to begin to address this in hopes of improving the learning culture and outcomes for students and transform Kelly into the college going culture it needs to be. Kelly is the "city that never sleeps" with a myriad of after school and weekend activities with more than half of teachers involved in sponsoring or coaching, in most cases without remuneration, so the majority of teachers appear committed to the development of their students. However, this is uneven and we continue to endeavor to improve the level of commitment to our great students among all teachers and staff. Teacher and staff commitment is also evidenced by dramatic hallway and common area climate improvements afforded by our Start on Time initiative in its fourth year of implementation. Student perceive they are safe in the school building and this has improved attendance rates to over 92%, another indicator that the culture for learning is moving in a positive direction.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to

Score

1 2 **3** 4

the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Students rate the climate and culture at Kelly as "moderately organized". The Start on Time program has improved student behavior in common areas of the school, and interactions between students and staff and among students are generally respectful. Kelly offers over seventy clubs and extracurricular activities, with a majority of teachers involved in after school activities. The school also incorporates the weekly advisory to promote personaliization of the high school experience supported by counselors. The advisory provides an adult advocate for a small group of students in addition to opportunities for peer and adult mentorship. We need to continue to focus on teacher commitment to the advisory, with nearly half of our teachers voting against it in 2015. Diverse and EL learners are represented in most every activity at the school.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1   2   **3**   4

Kelly is a "city that never sleeps," with a myriad of after-school and Saturday engagement opportunities for students, parents, and their families that include concerts, dances, parent continuing education classes, evening and Saturday school credit recovery, student academic exhibitions, college and financial literacy workshops, NCLB PAC, PTA, monthly Coffee with the Principal meetings, and others. The 21st Century community school also offers parental programming. Nearly 70% of students participate in over 100 extracurricular and athletic opportunities after school. Student groups such as MIKVA focus on civic engagement, and the service learning program affords many engagement opportunities to students.While opportunities exist, actual engagement of families in governance is 2%, participaption in parent classes is 4%, and parent teacher conferences is 67%. High levels of parent and family engagement are most evident at student performances and recognition events which occur throughout the year which have attracted hundreds of participants.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1   2   **3**   4

The implementation of Start On Time supported by 100% of the staff through their participation resulted in a 50% decrease in misconducts (L 4-6) since 2013. During this school year, some teachers have been absent in their support of this highly effective initiative and school leaders need to make this a priority. Students report that they do not feel safe, with a "very weak" rating on the Five Essentials survey but in drilling down, the question includes "in and around the school building" and informal data collection revealed that it was outside of the building that they felt unsafe and that the wording of the question might have yielded this result. However, we will continue to work with community partners like BPNC to address violence in the community. In partnership with BPNC, the school is served by safe passage workers. The SAS (Social Academic Support) team has employed Student Logger to track incidents and interventions and endeavors to provide wraparound services aimed at identifying and addressing antecedents to misconduct. However, some teachers are not employing this platform and recent PD was provided as a refresher to address this and it will be part of REACH evaluation criteria. Safe practices appear effective in the school building, but safe passage of students and violence outside of the school continue to be a serious area of concern.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
    - Manage classroom routines and procedures to maximize instructional time.
    - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
    - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
    - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
    - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 **2** 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

CHAMPS has been implemented in our Freshmen Academy and in some classrooms by some teachers at other grade levels. A new disciplinarian has joined the discipline team and is committed to restorative practice as is the team. Many resources exist for referrals of students, such as clinicians and outside agencies as well as school staff to provide interventions and services to drill down to the antecedents that may result in manifestations of inappropriate behavior. While out of school suspensions have decreased over the last two years, some teachers have reported that their discipline referrals are not being address because these don't result in suspension or some other punishment when a restorative practice is employed. This is likely a factor in not all teachers using Student Logger since their perception is that nothing occurs when they do use it. This points to a need for PD and an increase in CHAMPS implementation. Coaching has taken place with support from SIG resources, and this work needs to continue with our own school leadership and SAS team to increase implementation of restorative approaches to discipline.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
    - A team meets regularly to organize systems that support a restorative environment.
    - Post and refer to clear, positively stated expectations and model expected behaviors.
    - Create routines and procedures central to the learning environment.
    - Engage families as partners.
    - Contact families frequently to inform them of positive student behavior and progress.
    - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
    - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.

- Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
  - Use data to determine which behaviors should be retaught or more heavily reinforced.
- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 **2** 3 4

> Through SIG, two community connectors have been hired to assist teachers and staff in communicating with families of students in their native languages. This resource has afforded the school opportunities to organize parent involvement opportunities under the Parent University umbrella and has revitalized the Bilingual Advisory Council and enhanced the NCLB PAC and PTA. As the SIG resources come to an end, we are confident sustainable structures are in place to continue this work. Kelly offers continuing education for parents, enrichment programs through the 21st Century Community School in partnership with BPNC, and volunteer opportunities. While participation rates in these opportunities is about 10% of our families, many more parents engage in the school for athletic events, concerts, and student performances in which their children are and their accomplishments are the focus. Our 700 seat auditorium is usually filled to capacity for such events, as are the gyms and athletic fields for games. This is an opportunity for us to promote other parent engagement programs that needs to start being used more effectively as a recruitment ground. Participation at parent teacher conferences is about 67% and about 35% of parents use Parent Portal to monitor student progress.

Guide for Parent Partnership
- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.

- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - **Provide proactive communication (e.g. parent handbook and resources).**
  - **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 **3** 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘

3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘

3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘

3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	**2**	3	4	5	⊘

3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	**1**	2	3	4	5	⊘

3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘

3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘

3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Highschool)

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

My Voice, My School 5 Essentials Survey

There are incongruence between teacher perceptions of many inputs on the survey and student feedback. We believe Kelly is a much better school than what 5 essentials tells us but acknowledge that this is an opportunity for continuous improvement.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Through continued implementation of the Reading Apprenticeship framework and metacognitive instructional strategies, a continued emphasis on CRS with alignment to CCSS, and instructional strategies and Tier 1 and 2 interventions for students not achieving at expected levels. we believe we can increase EPAS growth.	13.00	*(Blank)*	25.00	30.00

African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

N/A	*(Blank)*	*(Blank)*	0.00	0.00

Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Through continued implementation of the Reading Apprenticeship framework and metacognitive instructional strategies, a continued emphasis on CRS with alignment to CCSS, and instructional strategies and Tier 1 and 2 interventions for students not achieving at expected levels. we believe we can increase EPAS growth. This group of students represents 75% of school enrollment.	10.00	*(Blank)*	25.00	30.00

English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Through continued implementation of the Reading Apprenticeship framework and metacognitive instructional strategies, a continued emphasis on CRS with alignment to CCSS, and instructional strategies and Tier 1 and 2 interventions for students not achieving at expected levels. we believe we can increase EPAS growth. In addition, we have been working on curriculum development and trained teachers of EL students on implementing targeted instructional strategies to support both native language and English language development. Our strategy for English learners includes providing allowable testing accommodations to enable student to achieve to the maximum extent possible.	18.00	(Blank)	25.00	30.00

Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Through continued implementation of the Reading Apprenticeship framework and metacognitive instructional strategies, a continued emphasis on CRS with alignment to CCSS, and instructional strategies and Tier 1 and 2 interventions for students not achieving at expected levels. we believe we can increase EPAS growth. Our strategy for diverse learners includes identifying and providing individualized modifications and testing accommodations that target identified learning deficits and enable students to achieve to the maximum extent possible.	7.00	(Blank)	12.00	20.00

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

Kelly has enjoyed a long, gradual trajectory of growth on EPAS and specifically ACT growth for the last 15 years. We will continue to prepare students for EPAS assessments and support teachers by continued implementation of DDI cycles to identify target skills for reteaching that will increase student performance and are attainable in the time avaiaable to prepare for the test.	28.00	(Blank)	35.00	40.00

Freshmen On-Track Rate

Through continued implementation of our new Freshmen academy, with consistent practices, tiered interventions for students, and common planning time to support 9th grade teachers, we believe we will be able to see increases in numbers of 9th graders on track. Consistent grading practices appear to be working, as the February 2016 FOT was 10% higher that ever before for Semester 1. We are exploring additional strategies and innovations to increase supports for 9th graders in this crucial transition year.	78.10	73.20	80.00	85.00

4-Year Cohort Graduation Rate

As strategies for 9th graders are scaffolded up grade levels, Kelly should be in a position to see increases in graduation rates. While this is taking place, we will continue to provide tiered interventions for students not achieving at expected levels, credit recovery, and opportunities for student to earn early college and career credentials. This provides relevance for students and reinforces that high school graduation is not an endpoint, but the beginning of lifelong learning for them.	78.90	71.90	75.00	80.00

1-Year Dropout Rate

As we continue to provide Tier 3 interventions for students at greatest risk of dropping out supported by a strong CARE team, we believe we can reduce numbers of student dropping out of high school.	0.20	4.20	4.00	3.50

College Enrollment Rate

As student performance indicators, on track rates, EPAS performance, and graduation rates increase, more students will graduate from Kelly prepared and ready for the rigors of college study. Our Post Secondary Leadership team ensures all students apply to at least 3 colleges and for FAFSA. Students are being awarded millions of dollars in scholarship money. Increasing numbers of students are participating and succeeding in AP, IB and Dual credit offerings and graduating high school with early college credentials, so college enrollment should be on the rise for Kelly graduates.	49.30	52.20	56.00	60.00

College Persistence Rate

Increased enrollment and success in AP, IB and Dual credit offerings, early planning for college including the barrier of paying for it, and increased student performance will enable more and more Kelly graduate to be successful and persistent in their post-secondary endeavors.	76.10	66.10	71.00	76.00

Average Daily Attendance Rate

Through Start on Time in it's fourth year of implementation and Tier 2 and 3 MTSS interventions, Kelly has been able to increase attendance to over 92%. This is a high maintenance endeavor and needs to remain an area of focus with constant monitoring and leadership support as the attendance rate has plateaued.

| 92.70 | 92.10 | 93.00 | 95.00 |

Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we provide all students rigorous instructional practices that challenge students, support staff with strong, focused leadership that is inclusive, and implement systems that responsibly manage financial, human, space, and time resources based on student performance data and needs	Then we will see improved performance in all areas, instruction that includes blended learning platforms and strategies that will best prepare students for the rigors of post secondary study, increased success on college gateway examinations, and increased opportunities for students and parents to be able to explore post-secondary educational options.	This will lead to the transformation of Kelly High School into a college-going culture with subsequent increases in participation in post secondary exploration activities, financial aid and scholarship resources awarded to our students, options for students regarding college choice and students attending college, and more students persisting on their post secondary educational paths.

Tags:
Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop a year-long professional development plan with the input of the ILT, PPLC and PLT, which will gradually provide teachers with research-based literacy strategies aligned to the Common Core and powerful practice of metacognition as well as strategies aimed at providing students with access to post-secondary education and the college readiness skills to be successful and persist in college.	Principal, Asst. Principal, ILT/PPLC/SLT leads and members	Jul 1, 2016 to Aug 26, 2016	PD calendar, agendas, Learning HUB inputs	On-Track

Professional Learning, College Access and Persistence, ILT, Bilingual

		Jul 1, 2016 to Jun 30, 2018		
Enhance school-wide understanding of how ELL students learn, including how to differentiate instruction and scaffold accordingly to ensure ELL students are accessing the content knowledge while developing reading fluency and exercising their cognitive skills to ensure post-secondary educational access and success for these students.	Principal, Assistant Principal, EL Lead teacher, ALL teachers		PD calendar and agendas, Observation data from REACH, learning rounds, and ILT learning walks, student grades and assessment data, college emrollment and persistence data.	Behind

Literacy/Reading, Math, Science, Core Instruction, English Learners, Specialized Academic Programs - CTE, College Access and Persistence, Data Use, Social studies, Bilingual, PE

Provide appropriate technology in all classrooms to support literacy instruction, assessment, and familiarize students with technology required take a variety of online assessments and engage in blended learning platforms to prepare them with the technology skills to be successful in their post-secondary education and employment. This includes the addition of Computers for All classes as part of CTE.	Principal, Tech Coordinator, Business Manager	Jul 1, 2016 to Sep 5, 2016	Master schedule, fixed asset inventory, Observation data from REACH, learning rounds, and ILT learning walks	Behind

Core Instruction, Computer Science, Specialized Academic Programs - CTE, Assessment, College Access and Persistence

Provide adequate staffing of teachers to reduce class sizes, making it possible to operate student-centered classrooms, promote student collaboration, and in engage in in-depth text analysis and other content area skill development to prepare them for rigorous post-secondary educational study.	Principal, Assistant Principal, Programmer, Department chairs, AVID and IB coordinators	Jul 1, 2016 to Aug 31, 2016	School budget, IMPACT class size data, Observation data from REACH, learning rounds, and ILT learning walks, student grades and GPAs, Teacher team schedules	Behind

Literacy/Reading, Core Instruction, College Access and Persistence, Intervention, Teacher Teams/Collaboration, ILT, Personalized Learning

Provide instructional credit recovery through evening, Saturday school, summer school and online classes to increase graduation rates and access to post-secondary educational access.	Principal, Evening and summer school coordinators, Online recovery coordinator	Jul 1, 2016 to Jun 30, 2018	Recovery program schedules, enrollment and performance data, four year graduation rates, college enrollment and persistence data	Behind

Core Instruction, College Access and Persistence, Intervention

Monitor student failure rates in all classes in order to evaluate progress towards reducing failure rates, increasing student mastery on track rates, and grade point averages, while providing teachers opportunities to reflect and modify grading practices in increase college options for students and numbers of students attending match institutions.	Principal, assistant principals, College and Career Liaison, Counselors	Jul 1, 2016 to Jun 30, 2018	Failure rate data, GPA and student grade data, on track rates. REACH Domain 4 data for teachers	Behind

Assessment, Professional Learning, Instructional Coaching, College Access and Persistence, Teacher Teams/Collaboration, ILT, Project-based learning, Personalized Learning

Assess current instructional materials for all classes to determine alignment with Common Core Standards, Next Generation Science standards (science) and invest in new instructional materials and textbooks as necessary with an emphasis on non-fiction reading selections that prepare students with the critical thinking and literacy and math skills needed to be successful in post-secondary study. This includes alignment for self contained classes for diverse learners and sheltered English and transitional classes for English learners.	Principal, Department Chairs, Literacy coach	Jul 1, 2016 to Aug 31, 2016	Inventory of instructional materials, Observation data from REACH, learning rounds, and ILT learning walks, student grades and assessment data, college emrollment and persistence data.	Behind

Science, Core Instruction, Curriculum Design, College Access and Persistence, Libraries

Continue to provide instructional programs aimed at providing students the literacy skills to access college level rigor, early college credentials and career readiness, including Advanced Placement courses, Honors, International Baccalaureate, AVID, dual credit, and pre-vocational early career credentials in CTE classes.	Principal, AP, IB and CTE coordinators, Counselors	Jul 1, 2016 to Jun 30, 2018	Enrollment and success data for programs, student grades and GPAs	Behind

Core Instruction, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM

Provide interdisciplinary literacy skills to meet the needs of our freshman students in tandem with structures for interpersonal relationships that support academic, social, and emotional support for students. Freshmen academy will introduce a cross-curricular approach to ensure mastery of CCSS, for freshmen to become successful high school students and set college matriculation as an expectation early in their high school careers..	Literacy Coach, ILT, Principal, Assistant Principals, Freshmen Academy Lead teachers	Jul 1, 2016 to Jun 30, 2017	FOT, 9th grade GPA data and grades, performance on common assessments and PARCC	Behind

Literacy/Reading, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence

Scaffold structures and strategies of the Freshmen Academy to the sophomore level to support a phase in of effective and focused grade level teams at all grade levels to provide age and grade appropriate academic and social/emotional interventions and remove barriers to post-secondary education access and persistence.	Principal, Assistant Principal, 10th grade team leader, counselors	Jul 1, 2016 to Sep 1, 2016	Master schedule, Observation data from REACH, learning rounds, and ILT learning walks, student grades and assessment data, college emrollment and persistence data.	Behind

College Access and Persistence, Intervention, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Personalized Learning

Assess existing unit plans and curriculum maps and instructional materials for all courses to determine alignment with CCSS and the new state mandated college gateway examination (SAT) and invest in new materials as necessary. This includes assuring alignment in self-contained classes for diverse learners and sheltered English and transitional classes for English Learners.	Principal, Assistant Principals, Department chairs, EL and Diverse learner lead teachers	Jun 1, 2016 to Jan 31, 2017	Curriculum maps, common and summative assessment data, PARCC and SAT results, Observation data from REACH, learning rounds, and ILT learning walks, student grades and assessment data, college enrollment and persistence data.	Behind

Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence

Enhance school-wide understanding of appropriate and proven instructional strategies, accommodations and modifications students learn, including how to differentiate instruction and scaffold accordingly to ensure diverse learners are accessing the content knowledge while developing reading fluency and exercising their cognitive skills in the variety of LRE settings to ensure post-secondary educational access and success for these students.	Case Manager, Diverse Learner Teachers, Principal, Assistant Principal	Jun 1, 2016 to Jun 30, 2017	Grades, GPA and assessment data for Diverse learner population, Observation data from REACH, learning rounds, and ILT learning walks, student grades and assessment data, college enrollment and persistence data.	Behind

Core Instruction, Diverse Learners, SEL, ILT

Continue to implement AVID program to provide multi-tiered levels of support aimed at access to rigorous instruction to self-identified students who have articulated the goal of matriculating to a four year college upon completion of high school. 100% of AVID graduates currently attend college upon graduation from Kelly, and this represents 10% of the student population.	Principal, AVID Administrator and coordinator, AVID site team	Jul 1, 2016 to Jun 30, 2018	AVID Center Data, AVID certification data (includes student performance, enrollment in IB, AP, honors, and DC), post-secondary data for AVID cohort	Behind

Specialized Academic Programs - DC/DE, Specialized

Academic Programs - AP, Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration

Continue to offer instructional programs aimed at providing students the literacy skills to access college level rigor and career readiness, including Advanced Placement courses, Honors, International Baccalaureate, dual credit, and pre-vocational early career credentials in CTE classes.	Principal. Programmer, AP, IB and CTE coordinators	Jul 1, 2016 to Jun 30, 2018	Enrollment and performance data for IB, AP, honors, CTE and DC), numbers of students earning early college and career credentials	Behind

Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration

Develop a master schedule of classes that maximizes utilization of space, TCT collaboration time, and provides opportunities for tiered instructional interventions rigorous honors options that lead to early college and career credentials and promote college readiness.	Principal, Assistant Principal, Department Chairs, Programmer	Jul 1, 2016 to Aug 31, 2016	Master Schedule, team schedules and meeting agendas/minutes, Observation data from REACH, learning rounds, and ILT learning walks, student grades and assessment data, college enrollment and persistence data.	Behind

Core Instruction, Professional Learning, College Access and Persistence, Teacher Teams/Collaboration

Refine common standards-based assessments in all instructional areas that will inform instructional decisions through DDI cycles, measure growth and attainment, and prepare students for PARCC, SAT. REACH assessments and the types of assessments they will encounter in college.	Principal, Assistant Principals. Department Chairs, Cource Team Leads, Data Strategist	Jul 1, 2016 to Jun 30, 2018	Assessment Data, College enrollment and persistence Data	Behind

Core Instruction, Assessment, Teacher Teams/Collaboration, Tia

Continue to support a Post-Secondary Leadership Team (PLT) that includes a college and career liaison, counseling staff, teachers, administrators, and other stakeholders to facilitate completion of FAFSA, scholarship applications, and college / post-secondary educational applications through offering student and parent workshops during school and after school hours. This team will be involved in assessing progress towards the shift in Kelly from the current perception of a positive high school environment to a college going culture.	Post Secondary Team, Counselors, College and Career Liaison, Principla	Jul 1, 2016 to Jun 30, 2018	FAFSA completiion rate, Scholarship data, College application, acceptance,enrollment, and persistence data, 5 Essentials Survey responses	Behind

College Access and Persistence, Teacher Teams/Collaboration, Personalized Learning

Action step	Responsible	Timeframe	Evidence for status	Status
Expose students to educational experiences outside of the school building through providing field trip experiences related to the curriculum and post-secondary opportunities. Provide students with opportunities to explore post-secondary career and educational options through school based college and career fairs, job shadowing and internship experiences, and field trips to post-secondary employment and educational settings.	Assistant Principal. CTE Lead teacher	Jul 1, 2016 to Jun 30, 2018	Field trip and CTE data related to internships, College enrollment and persistence, Early career credentials earned	Behind

Specialized Academic Programs - CTE, College Access and Persistence, Family and Community Engagement, Project-based learning, Personalized Learning

Continue to seek and elicit external resources from community agencies such as Brighton Park Neighborhood Council and grant funded opportunities to support students and their families in exploring, accessing, and persisting in their post-secondary educational and career endeavors.	Assistant Principal, Principal	Jun 1, 2016 to Jun 30, 2018	College Enrollment and persistence data, budgetary documents from any grant funds elicited	Behind

College Access and Persistence

Strategy 2

If we do...	...then we see...	...which leads to...
If we develop the adult knowledge of a multi-tiered systems of support through professional development around students' social, emotional, and academic well-being and provide all of our students with a school climate that is nurturing and conducive to learning with the necessary support systems and structures that will focus on a holistic approach through responsible and concise multi-tiered system of support	Then we will see improvement in student attendance, decrease in disciplinary infractions, increase in student engagement and improved academic performance	This will lead to increases in student attendance, four year graduation rate, on-track rate, college enrollment and persistence, and improved academic performance. In addition, this will lead to a decrease in our dropout rate and behavioral infractions in our common areas.

Tags:
MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Provide after school tutoring and instructional programs aimed at increasing student literacy across all content areas and improve class performance to ensure students are on track to graduate and are able to show mastery of standards on a variety of assessments including PARCC, ACT, and PSAE	Principal, Assistant Principal	Jul 30, 2016 to Jun 30, 2018	Tutoring programs and homework help are underway through our Academic Center. We want to encourage participation by the students who most need this support and are investigating incentives systems to achieve this.	On-Track

MTSS, Core Instruction, Assessment

Provide interdisciplinary literacy skills to meet the needs of our freshman students. Freshmen academy will introduce a cross-curricular approach to ensure mastery of CCSS, for freshmen to become successful high school students - academically, along with their social and emotional needs through engaging curriculum.	Principal, Assistant Principal, Freshmen Academy Leads, SEL Lead.	Jun 1, 2016 to Jun 30, 2018	We are in the beginning stages of the interdisciplinary protocol. The Freshmen Academy has begun work on identyfing units that lend itself to cross-curricular units.	Behind

Core Instruction, Assessment, Curriculum Design

Provide after school tutoring and instructional programs in core subjects aimed at increasing students' mastery of skills, as evaluated by class performance, to ensure students are on track to graduate and are able to show mastery of standards on a variety of assessments including PARCC and college gateway exams (ACT/SAT).	Principal, Assistant Principal, Freshman Academy Leads, SEL Lead.	Jun 1, 2016 to Jun 30, 2018	Tutoring is currenlty being offered as planned. Current priorities are to investigate possibilities for added/targeted tutoring needs.	On-Track

MTSS, Math, Core Instruction

Continue to provide support and professional development in strategies to develop interpersonal relationships among staff and students that include deescalation of conflicts and restorative practice that will foster academic success, and improve our students social and emotional well-being.	Principal, Assistant Principal, SEL Lead.	Jun 1, 2016 to Jun 30, 2018	SEL Leads have conducted a variety of professional development for our staff on effective interpersonal relationship and will continue to schedule PD through our PD Calendar.	On-Track

MTSS

Monitor student failure rates by teacher and student in order to evaluate progress and identify supports needed for both teachers and students.	Principal, Assistant Principal.	Jun 1, 2016 to Jun 30, 2018	Weekly monitoring of failure rate is being conducted and strategies to effectively engage students are being discussed, with a focus on addressing the social and emotional well being of our students.	On-Track

MTSS

Provide professional learning opportunities to all teachers and staff to meet the needs of the variety of learning styles and ability levels of our students, with a focus on how to meet our students social and emotional needs as well as the needs of English Language and Diverse learners.	Principal, Assistant Principal. ELL Lead, Case Manager.	Jun 1, 2016 to Jun 30, 2018	SEL Team has conducted professional learning opportunities for all teachers and staff to learn best practice on how to meet the variety of learning needs of our students.	On-Track

MTSS, Personalized Learning

Encourage current teachers to pursue additional certifications in shortage areas, especially LBS and EL/Bilingual in order to best meet the needs of our student population.	Principal, Assistant Principal	Jun 1, 2016 to Jun 30, 2018	A variety of teachers have recently completed their certifications in ESL, Bilingual, and Special Education.	Behind

MTSS, English Learners, Bilingual

Continue with our school wide Start On Time Initiative in order to establish a conducive learning environment in common areas and in classrooms.	Principal, Assistant Principal, and SAS Team	Jun 1, 2016 to Jun 30, 2018	Teachers participation with the START On Time Initiative has lost some fidelity due to the climate and budget uncertainty within the building and district.	On-Track

MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture

Re-establish our Peer Jury, train students at every grade level to act as jurors, and establish a streamlined referral process for teachers to follow. Provide professional learning opportunity for our teachers about what is Peer Jury and how to utilize it.	Principal, Assistant Principal, SAS Lead, Peer Jury Sponsor	Jun 1, 2016 to Jun 30, 2018	Peer Jury has not been used with fidelity nor to it's full capacity.Group of upperclassmen have been trained to act as peer jurors.	Behind

MTSS, Intervention, Behavior and Safety, Climate and Culture

Continue to provide time for our school climate team to meet with fidelity, attend professional learning, and work collaboratively with the school community to address school climate concerns. This includes identification of members and and provision of common planning time.	Principal, Assistant Principal, SAS Lead	Jun 1, 2016 to Jun 30, 2018	School climate team's meetings have been inconsistent and not well attended by all team members.	On-Track

MTSS, Intervention, Behavior and Safety, Climate and Culture, Teacher Teams/Collaboration

Strategy 3

If we do...	...then we see...	...which leads to...
If we develop the adult knowledge of research-proven instructional practice through cycles of professional learning around disciplinary literacy we will build teacher capacity to create	improved teacher collaboration around data-driven instructional practices, student expectations and performance	a culture of continuous adult learning aimed at improving student course performance in all subject areas, student performance on district administered standardized assessment and

unit plans aligned to national standards and provide all of our students with rigorous instruction		post-secondary access and persistence.

Tags:
Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Restructure master schedule to 1) maximize the amount of teacher collaboration time to revise, adapt, and modify existing lessons to include common assessments aligned to CCSS/NGSS, incorporate metacognitive strategies and look at student work, 2) allow for cross-curricular grade level teams to plan appropriate interventions for students to stay on-track for graduation and 3) provide equitable course distribution among teachers to reduce class sizes, making it possible to operate student-centered classrooms that promote student collaboration.	Programmer, Assistant Principal, EL Coordinator, Case Manager and Dept. Leads	Jul 1, 2016 to Aug 31, 2016	Common prep within departments and grade levels, team meeting schedules and meeting agendas/minutes, leveled classes	Behind

Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Cycles of professional learning

Action step	Responsible	Timeframe	Evidence for status	Status
Develop a year-long professional development plan with the input of the ILT, PPLC and PLT, which will gradually provide teachers with research-based literacy strategies aligned to the Common Core and powerful practice of metacognition as well as strategies aimed at providing students with access to post-secondary education and the college readiness skills to be successful and persist in college.	Principal, Asst. Principal, ILT/PPLC/PLT leads and members	Jul 1, 2016 to Aug 31, 2016	PD calendar, agendas, Learning HUB inputs	Behind

Assessment, Curriculum Design, ILT, Instruction, Cycles of professional learning

Action step	Responsible	Timeframe	Evidence for status	Status
Embark on 2 semester-long Cycles of Professional Learning using the TLC framework, which includes aligning all school activity to the TIA (Disciplinary Literacy), linked with supports such as professional readings, peer observations, looking at student work, and school-wide learning walks.	ILT members, Principal and Assistant Principal and Teacher Team Leads	Sep 1, 2016 to Jun 30, 2017	PD calendar, ILT Lead Learning Walks, team meeting schedules and meeting agendas/minutes	Behind

Literacy/Reading, Teacher Teams/Collaboration, ILT, Instruction, Cycles of professional learning

Provide school-based and external professional development opportunities to all staff to continue to improve their knowledge around the powerful practice, student assessment, and instructional shifts required by the CCSS.	ILT members, Principal and Assistant Principal	Jul 1, 2016 to Aug 31, 2017	PD calendar, Teacher Unit plans	Behind

Literacy/Reading, Assessment, Professional Learning, ILT, Instruction, Cycles of professional learning, Instructional practices

Further develop the ILT's capacity to plan and implement a culture of shared leadership and collaboration around instructional shifts required by the common core, through ongoing PD and self-monitoring of progress in accordance with the TLC framework.	Principal, Assistant Principal, ILT Lead, Network Staff	Jul 1, 2016 to Aug 31, 2017	ILT agenda/minutes, PD calendar, Completed document CPL	Behind

Literacy/Reading, Professional Learning, Teacher Teams/Collaboration, ILT, Instruction, Cycles of professional learning, Leadership, Instructional practices

Continue to enhance school-wide understanding of how ELL students learn, including how to differentiate instruction and scaffold accordingly to ensure ELL students are accessing the content knowledge while developing reading fluency and exercising their cognitive skills.	Principal, Assistant Principal, EL Coordinator, ILT Lead	Jul 1, 2016 to Jul 31, 2017	PD calendar, EL accommodations on teacher unit plans	Behind

English Learners, Professional Learning, Instruction, Instructional practices

Provide appropriate technology in all classrooms to support literacy instruction, assessment, and acclimate students with technology required to take the PAARC.	Principal, Assistant Principal, Tech Coordinator	Jul 1, 2016 to Aug 31, 2018	Technology, Unit plans	Behind

Technology, Assessment, Instruction

Continue to assess and vet instructional materials for all classes to determine alignment with Common Core Standards and invest in new instructional materials and text as necessary with an emphasis on non-fiction reading selections.	Principal, Assistant Principal,	Jul 1, 2016 to Aug 31, 2017	Instructional materials, Unit plans	Behind

Literacy/Reading, Math, Science, Core Instruction, Curriculum Design, Data Use, Social studies, Libraries, PE, Tia, Instruction

| | | Jul 1, 2016 to Jun 30, 2018 | | AP, IB, and Dual Credit participation and success data, college enrollment and persistence rates | | Behind |

Continue to provide instructional programs aimed at providing students with access to college level rigor and career readiness, including Advanced Placement courses, Honors, International Baccalaureate, dual credit, and pre-vocational early career credentials in CTE classes.

Principal, Assistant Principal, AP/IB coordinator, Duel Credit coordinator, CTE coordinator

Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, College Access and Persistence, Ccss, Academic expectations

Continue to support teachers with job embedded coaching support to increase high quality instruction across all content areas.

Principal, assistant principal, instructional coach(es)

Jul 1, 2016 to Jun 30, 2018

Coaching logs, data from learning walks and REACH observations

Behind

Assessment, Instructional Coaching, College Access and Persistence, ILT, Academic, Classroom rigor, Academic expectations

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Develop a year-long professional development plan with the input of the ILT, PPLC and PLT, which will gradually provide teachers with research-based literacy strategies aligned to the Common Core and powerful practice of metacognition as well as strategies aimed at providing students with access to post-secondary education and the college readiness skills to be successful and persist in college. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Professional Learning, College Access and Persistence, ILT, Bilingual	Principal, Asst. Principal, ILT/PPLC/SLT leads and members	Jul 1, 2016	Aug 26, 2016	On-Track
✚ Enhance school-wide understanding of how ELL students learn, including how to differentiate instruction and scaffold accordingly to ensure ELL students are accessing the content knowledge while developing reading fluency and exercising their cognitive skills to ensure post-secondary educational access and success for these students. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Literacy/Reading, Math, Science, Core Instruction, English Learners, Specialized Academic Programs - CTE, College Access and Persistence, Data Use, Social studies, Bilingual, PE	Principal, Assistant Principal, EL Lead teacher, ALL teachers	Jul 1, 2016	Jun 30, 2018	Behind
✚ Provide appropriate technology in all classrooms to support literacy instruction, assessment, and familiarize students with technology required take a variety of online assessments and engage in blended learning platforms to prepare them with the technology skills to be successful in their post-secondary education and employment. This includes the addition of Computers for All classes as part of CTE. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Core Instruction, Computer Science, Specialized Academic Programs - CTE, Assessment, College Access and Persistence	Principal, Tech Coordinator, Business Manager	Jul 1, 2016	Sep 5, 2016	Behind

District priority and action step	Responsible	Start	End	Status
✚ Provide adequate staffing of teachers to reduce class sizes, making it possible to operate student-centered classrooms, promote student collaboration, and in engage in in-depth text analysis and other content area skill development to prepare them for rigorous post-secondary educational study. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Literacy/Reading, Core Instruction, College Access and Persistence, Intervention, Teacher Teams/Collaboration, ILT, Personalized Learning	Principal, Assistant Principal, Programmer, Department chairs, AVID and IB coordinators	Jul 1, 2016	Aug 31, 2016	Behind
✚ Provide instructional credit recovery through evening, Saturday school, summer school and online classes to increase graduation rates and access to post-secondary educational access. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Core Instruction, College Access and Persistence, Intervention	Principal, Evening and summer school coordinators, Online recovery coordinator	Jul 1, 2016	Jun 30, 2018	Behind
✚ Monitor student failure rates in all classes in order to evaluate progress towards reducing failure rates, increasing student mastery on track rates, and grade point averages, while providing teachers opportunities to reflect and modify grading practices in increase college options for students and numbers of students attending match institutions. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Assessment, Professional Learning, Instructional Coaching, College Access and Persistence, Teacher Teams/Collaboration, ILT, Project-based learning, Personalized Learning	Principal, assistant principals, College and Career Liaison, Counselors	Jul 1, 2016	Jun 30, 2018	Behind
✚ Assess current instructional materials for all classes to determine alignment with Common Core Standards, Next Generation Science standards (science) and invest in new instructional materials and textbooks as necessary with an emphasis on non-fiction reading selections that prepare students with the critical thinking and literacy and math skills needed to be successful in post-secondary study. This includes alignment for self contained classes for diverse learners and sheltered English and transitional classes for English learners. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Science, Core Instruction, Curriculum Design, College Access and Persistence, Libraries	Principal, Department Chairs, Literacy coach	Jul 1, 2016	Aug 31, 2016	Behind
✚ Continue to provide instructional programs aimed at providing students the literacy skills to access college level rigor, early college credentials and career readiness, including Advanced Placement courses, Honors, International Baccalaureate, AVID, dual credit, and pre-vocational early career credentials in CTE classes. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Core Instruction, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM	Principal, AP, IB and CTE coordinators, Counselors	Jul 1, 2016	Jun 30, 2018	Behind

District priority and action step	Responsible	Start	End	Status
✚ Provide interdisciplinary literacy skills to meet the needs of our freshman students in tandem with structures for interpersonal relationships that support academic, social, and emotional support for students. Freshmen academy will introduce a cross-curricular approach to ensure mastery of CCSS, for freshmen to become successful high school students and set college matriculation as an expectation early in their high school careers.. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Literacy/Reading, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence	Literacy Coach, ILT, Principal, Assistant Principals, Freshmen Academy Lead teachers	Jul 1, 2016	Jun 30, 2017	Behind
✚ Scaffold structures and strategies of the Freshmen Academy to the sophomore level to support a phase in of effective and focused grade level teams at all grade levels to provide age and grade appropriate academic and social/emotional interventions and remove barriers to post-secondary education access and persistence. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, College Access and Persistence, Intervention, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Personalized Learning	Principal, Assistant Principal, 10th grade team leader, counselors	Jul 1, 2016	Sep 1, 2016	Behind
✚ Assess existing unit plans and curriculum maps and instructional materials for all courses to determine alignment with CCSS and the new state mandated college gateway examination (SAT) and invest in new materials as necessary. This includes assuring alignment in self-contained classes for diverse learners and sheltered English and transitional classes for English Learners. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, College Access and Persistence	Principal, Assistant Principals, Department chairs, EL and Diverse learner lead teachers	Jun 1, 2016	Jan 31, 2017	Behind
✚ Enhance school-wide understanding of appropriate and proven instructional strategies, accommodations and modifications students learn, including how to differentiate instruction and scaffold accordingly to ensure diverse learners are accessing the content knowledge while developing reading fluency and exercising their cognitive skills in the variety of LRE settings to ensure post-secondary educational access and success for these students. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Core Instruction, Diverse Learners, SEL, ILT	Case Manager, Diverse Learner Teachers, Principal, Assistant Principal	Jun 1, 2016	Jun 30, 2017	Behind
✚ Continue to implement AVID program to provide multi-tiered levels of support aimed at access to rigorous instruction to self-identified students who have articulated the goal of matriculating to a four year college upon completion of high school. 100% of AVID graduates currently attend college upon graduation from Kelly, and this represents 10% of the student population. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration	Principal, AVID Administrator and coordinator, AVID site team	Jul 1, 2016	Jun 30, 2018	Behind

District priority and action step	Responsible	Start	End	Status
✚ Continue to offer instructional programs aimed at providing students the literacy skills to access college level rigor and career readiness, including Advanced Placement courses, Honors, International Baccalaureate, dual credit, and pre-vocational early career credentials in CTE classes. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, College Access and Persistence, Teacher Teams/Collaboration	Principal. Programmer, AP, IB and CTE coordinators	Jul 1, 2016	Jun 30, 2018	Behind
✚ Develop a master schedule of classes that maximizes utilization of space, TCT collaboration time, and provides opportunities for tiered instructional interventions rigorous honors options that lead to early college and career credentials and promote college readiness. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Core Instruction, Professional Learning, College Access and Persistence, Teacher Teams/Collaboration	Principal, Assistant Principal, Department Chairs, Programmer	Jul 1, 2016	Aug 31, 2016	Behind
✚ Refine common standards-based assessments in all instructional areas that will inform instructional decisions through DDI cycles, measure growth and attainment, and prepare students for PARCC, SAT. REACH assessments and the types of assessments they will encounter in college. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Core Instruction, Assessment, Teacher Teams/Collaboration, Tia	Principal, Assistant Principals. Department Chairs, Cource Team Leads, Data Strategist	Jul 1, 2016	Jun 30, 2018	Behind
✚ Continue to support a Post-Secondary Leadership Team (PLT) that includes a college and career liaison, counseling staff, teachers, administrators, and other stakeholders to facilitate completion of FAFSA, scholarship applications, and college / post-secondary educational applications through offering student and parent workshops during school and after school hours. This team will be involved in assessing progress towards the shift in Kelly from the current perception of a positive high school environment to a college going culture. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, College Access and Persistence, Teacher Teams/Collaboration, Personalized Learning	Post Secondary Team, Counselors, College and Career Liaison, Principla	Jul 1, 2016	Jun 30, 2018	Behind
✚ Expose students to educational experiences outside of the school building through providing field trip experiences related to the curriculum and post-secondary opportunities. Provide students with opportunities to explore post-secondary career and educational options through school based college and career fairs, job shadowing and internship experiences, and field trips to post-secondary employment and educational settings. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, Specialized Academic Programs - CTE, College Access and Persistence, Family and Community Engagement, Project-based learning, Personalized Learning	Assistant Principal. CTE Lead teacher	Jul 1, 2016	Jun 30, 2018	Behind
✚ Continue to seek and elicit external resources from community agencies such as Brighton Park Neighborhood Council and grant funded opportunities to support students and their families in exploring, accessing, and persisting in their post-secondary educational and career endeavors. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Social studies, Libraries, Project-based learning, Personalized Learning, Bilingual, College Access and Persistence	Assistant Principal, Principal	Jun 1, 2016	Jun 30, 2018	Behind

District priority and action step	Responsible	Start	End	Status
✚ Provide after school tutoring and instructional programs aimed at increasing student literacy across all content areas and improve class performance to ensure students are on track to graduate and are able to show mastery of standards on a variety of assessments including PARCC, ACT, and PSAE Tags: MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction, MTSS, Core Instruction, Assessment	Principal, Assistant Principal	Jul 30, 2016	Jun 30, 2018	On-Track
✚ Provide interdisciplinary literacy skills to meet the needs of our freshman students. Freshmen academy will introduce a cross-curricular approach to ensure mastery of CCSS, for freshmen to become successful high school students - academically, along with their social and emotional needs through engaging curriculum. Tags: MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction, Core Instruction, Assessment, Curriculum Design	Principal, Assistant Principal, Freshman Academy Leads, SEL Lead.	Jun 1, 2016	Jun 30, 2018	Behind
✚ Provide after school tutoring and instructional programs in core subjects aimed at increasing students' mastery of skills, as evaluated by class performance, to ensure students are on track to graduate and are able to show mastery of standards on a variety of assessments including PARCC and college gateway exams (ACT/SAT). Tags: MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction, MTSS, Math, Core Instruction	Principal, Assistant Principal, Freshman Academy Leads, SEL Lead.	Jun 1, 2016	Jun 30, 2018	On-Track
✚ Continue to provide support and professional development in strategies to develop interpersonal relationships among staff and students that include deescalation of conflicts and restorative practice that will foster academic success, and improve our students social and emotional well-being. Tags: MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction, MTSS	Principal, Assistant Principal, SEL Lead.	Jun 1, 2016	Jun 30, 2018	On-Track
✚ Monitor student failure rates by teacher and student in order to evaluate progress and identify supports needed for both teachers and students. Tags: MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction, MTSS	Principal, Assistant Principal.	Jun 1, 2016	Jun 30, 2018	On-Track
✚ Provide professional learning opportunities to all teachers and staff to meet the needs of the variety of learning styles and ability levels of our students, with a focus on how to meet our students social and emotional needs as well as the needs of English Language and Diverse learners. Tags: MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction, MTSS, Personalized Learning	Principal, Assistant Principal. ELL Lead, Case Manager.	Jun 1, 2016	Jun 30, 2018	On-Track
✚ Encourage current teachers to pursue additional certifications in shortage areas, especially LBS and EL/Bilingual in order to best meet the needs of our student population. Tags: MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction, MTSS, English Learners, Bilingual	Principal, Assistant Principal	Jun 1, 2016	Jun 30, 2018	Behind
✚ Continue with our school wide Start On Time Initiative in order to establish a conducive learning environment in common areas and in classrooms. Tags: MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction, MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture	Principal, Assistant Principal, and SAS Team	Jun 1, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Re-establish our Peer Jury, train students at every grade level to act as jurors, and establish a streamlined referral process for teachers to follow. Provide professional learning opportunity for our teachers about what is Peer Jury and how to utilize it. Tags: MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction, MTSS, Intervention, Behavior and Safety, Climate and Culture	Principal, Assistant Principal, SAS Lead, Peer Jury Sponsor	Jun 1, 2016	Jun 30, 2018	Behind
✚ Continue to provide time for our school climate team to meet with fidelity, attend professional learning, and work collaboratively with the school community to address school climate concerns. This includes identification of members and and provision of common planning time. Tags: MTSS, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Attendance, College Access and Persistence, Intervention, SEL, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Social studies, Community schools, Personalized Learning, Bilingual, PE, Student Health & Wellness, Tia, Instruction, MTSS, Intervention, Behavior and Safety, Climate and Culture, Teacher Teams/Collaboration	Principal, Assistant Principal, SAS Lead	Jun 1, 2016	Jun 30, 2018	On-Track
✚ Restructure master schedule to 1) maximize the amount of teacher collaboration time to revise, adapt, and modify existing lessons to include common assessments aligned to CCSS/NGSS, incorporate metacognitive strategies and look at student work, 2) allow for cross-curricular grade level teams to plan appropriate interventions for students to stay on-track for graduation and 3) provide equitable course distribution among teachers to reduce class sizes, making it possible to operate student-centered classrooms that promote student collaboration. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Cycles of professional learning	Programmer, Assistant Principal, EL Coordinator, Case Manager and Dept. Leads	Jul 1, 2016	Aug 31, 2016	Behind
✚ Develop a year-long professional development plan with the input of the ILT, PPLC and PLT, which will gradually provide teachers with research-based literacy strategies aligned to the Common Core and powerful practice of metacognition as well as strategies aimed at providing students with access to post-secondary education and the college readiness skills to be successful and persist in college. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices, Assessment, Curriculum Design, ILT, Instruction, Cycles of professional learning	Principal, Asst. Principal, ILT/PPLC/PLT leads and members	Jul 1, 2016	Aug 31, 2016	Behind
✚ Embark on 2 semester-long Cycles of Professional Learning using the TLC framework, which includes aligning all school activity to the TIA (Disciplinary Literacy), linked with supports such as professional readings, peer observations, looking at student work, and school-wide learning walks. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices, Literacy/Reading, Teacher Teams/Collaboration, ILT, Instruction, Cycles of professional learning	ILT members, Principal and Assistant Principal and Teacher Team Leads	Sep 1, 2016	Jun 30, 2017	Behind
✚ Provide school-based and external professional development opportunities to all staff to continue to improve their knowledge around the powerful practice, student assessment, and instructional shifts required by the CCSS. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices, Literacy/Reading, Assessment, Professional Learning, ILT, Instruction, Cycles of professional learning, Instructional practices	ILT members, Principal and Assistant Principal	Jul 1, 2016	Aug 31, 2017	Behind

District priority and action step	Responsible	Start	End	Status
✚ Further develop the ILT's capacity to plan and implement a culture of shared leadership and collaboration around instructional shifts required by the common core, through ongoing PD and self-monitoring of progress in accordance with the TLC framework. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices, Literacy/Reading, Professional Learning, Teacher Teams/Collaboration, ILT, Instruction, Cycles of professional learning, Leadership, Instructional practices	Principal, Assistant Principal, ILT Lead, Network Staff	Jul 1, 2016	Aug 31, 2017	Behind
✚ Continue to enhance school-wide understanding of how ELL students learn, including how to differentiate instruction and scaffold accordingly to ensure ELL students are accessing the content knowledge while developing reading fluency and exercising their cognitive skills. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices, English Learners, Professional Learning, Instruction, Instructional practices	Principal, Assistant Principal, EL Coordinator, ILT Lead	Jul 1, 2016	Jul 31, 2017	Behind
✚ Provide appropriate technology in all classrooms to support literacy instruction, assessment, and acclimate students with technology required to take the PAARC. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices, Technology, Assessment, Instruction	Principal, Assistant Principal, Tech Coordinator	Jul 1, 2016	Aug 31, 2018	Behind
✚ Continue to assess and vet instructional materials for all classes to determine alignment with Common Core Standards and invest in new instructional materials and text as necessary with an emphasis on non-fiction reading selections. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices, Literacy/Reading, Math, Science, Core Instruction, Curriculum Design, Data Use, Social studies, Libraries, PE, Tia, Instruction	Principal, Assistant Principal,	Jul 1, 2016	Aug 31, 2017	Behind
✚ Continue to provide instructional programs aimed at providing students with access to college level rigor and career readiness, including Advanced Placement courses, Honors, International Baccalaureate, dual credit, and pre-vocational early career credentials in CTE classes. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices, Specialized Academic Programs - CTE, Specialized Academic Programs - DC/DE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, College Access and Persistence, Ccss, Academic expectations	Principal, Assistant Principal, AP/IB coordinator, Duel Credit coordinator, CTE coordinator	Jul 1, 2016	Jun 30, 2018	Behind
✚ Continue to support teachers with job embedded coaching support to increase high quality instruction across all content areas. Tags: Literacy/Reading, Math, Science, Core Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - CTE, Specialized Academic Programs - AP, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Project-based learning, PE, Tia, Instruction, Cycles of professional learning, Leadership, Instructional practices, Assessment, Instructional Coaching, College Access and Persistence, ILT, Academic, Classroom rigor, Academic expectations	Principal, assistant principal, instructional coach(es)	Jul 1, 2016	Jun 30, 2018	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy   Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

> Kelly High School parents were encouraged to attend and participate in an NCLB PAC meeting in which the NCLB Title I School Parental Involvement Plan and Policy was discussed. Materials were available in the language spoken by the parents (to the best of our ability). Parents were notified of the meeting through flyers sent home with the students, phone calls and a posting on the Kelly web site and marquee. The meetings are: 9/22/16 Annual PAC meeting; 10/7/16 Organizational PAC meeting; 11/18/2016 2016 Monthly PAC meeting, 12/9/16 Monthly PAC meeting; 1/13/17 Monthly PAC meeting; 2/3/17 monthly PAC meeting; 3/3/17 MonthlyPAC meeting; 4/6/17 monthly PAC meeting; 6/2/17 monthlyPAC meeting, 7/7/17 monthly PAC meeting, 8/4/17 Monthly PAC meeting

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> Kelly High School will conduct its NCLB Title I Annual Meeting prior to October 2, 2016. The NCLB Title I Annual Meeting will take place September 21, 2016. The projected date of the Title I PAC Organizational Meeting is October 7, 2016. Kelly High School NCLB PAC parent meetings will take place on the first Friday of each month at 9:00 AM (Nov 4, 2016; Dec 2 2016; Jan 13, 2017; Feb 3, 2017; Mar 3, 2017; Apr 7, 2017; May 5, 2017; June 2, 2017, July 7, 2017, Aug 4, 2017). All Kelly High School parents will be encouraged and invited to attend the various meetings. Parents will be notified of the meetings by mail, flyers sent home with students, phone calls and a posting on the Kelly web site and marquee. The meeting dates are: 9/22/16 Annual PAC meeting; 10/7/16 Organizational PAC meeting; 11/18/2016 2016 Monthly PAC meeting, 12/9/16 Monthly PAC meeting; 1/13/17 Monthly PAC meeting; 2/3/17 monthly PAC meeting; 3/3/17 MonthlyPAC meeting; 4/6/17 monthly PAC meeting; 6/2/17 monthlyPAC meeting, 7/7/17 monthly PAC meeting, 8/4/17 Monthly PAC meeting

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Parents will be provided this information at the NCLB Title I Annual Meeting conducted in September. Parents will be provided with updates and given the opportunity to ask questions at Kelly High School NCLB PAC meetings. Parents will also be given the opportunity to meet with counselors and teachers on request during the school year. The meetings are: 9/22/16 Annual PAC meeting; 10/7/16 Organizational PAC meeting; 11/18/2016 2016 Monthly PAC meeting, 12/9/16 Monthly PAC meeting; 1/13/17 Monthly PAC meeting; 2/3/17 monthly PAC meeting; 3/3/17 MonthlyPAC meeting; 4/6/17 monthly PAC meeting; 6/2/17 monthlyPAC meeting, 7/7/17 monthly PAC meeting, 8/4/17 Monthly PAC meeting

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Regular meetings of the Kelly High School NCLB PAC will be conducted monthly. These meetings will take place at 9 AM on the first Friday of each month. The principal will be invited to give school updates at these meetings. Minutes of these meetings will be available to the Kelly High School administration. Immediate concerns of the parents will be voiced by the NCLB Coordinator to the Kelly High School administration and resolved in a timely manner to the best of our ability. The monthly meetings are: 9/22/16 Annual PAC meeting; 10/7/16 Organizational PAC meeting; 11/18/2016 2016 Monthly PAC meeting, 12/9/16 Monthly PAC meeting; 1/13/17 Monthly PAC meeting; 2/3/17 monthly PAC meeting; 3/3/17 MonthlyPAC meeting; 4/6/17 monthly PAC meeting; 6/2/17 monthlyPAC meeting, 7/7/17 monthly PAC meeting, 8/4/17 Monthly PAC meeting

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Results of the State Assessments will be provided to students upon receipt and will be distributed to parents during Report Card Pick up.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

"Right to Ask" forms will be distributed to parents to fill out and return to the school if they wish to pick up a letter stating the qualifications of their child's teacher(s).

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents will be provided this information at the NCLB Title I Annual Meeting conducted in September. Parents will be given the opportunity to ask additional questions at Kelly High School NCLB PAC meetings. Parents will also be given the opportunity to meet with counselors and teachers on request during the school year.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Kelly High School will provide support for parent development by: providing ESL classes for parents to enable them to learn English; providing literacy classes (GED Prep) for parents in English and Spanish; providing computer classes for parents in English and Spanish; providing workshops for parents based on the needs that parents have expressed.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

NCLB Coordinator and Kelly High School Counselors will continue to act as parent liaisons. Teachers will attend staff development sessions on building parent support in partnering to support student achievement. The Principal will continue to provide an open door policy for parents and will meet with parents during the monthly NCLB PAC meetings to provide school updates and to answer parents questions. School will continue to welcome parents with volunteering opportunities and support for parent groups within the school.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Not Applicable at the High School Level

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information related to school and parent programs, meetings and other activities will be sent to parents in an understandable and uniform format and to the extent possible in a language the parents can understand, phone calls will be made when possible and information will also be posted on the Kelly web site and marquee.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

It is the mission of Kelly High School to provide all students, including those with disabilities and English Language Learners, with an engaging and rigorous curriculum emphasizing literacy that allows students a gateway into creating a post-secondary school or career plan for a productive life in society. The vision of Kelly High School is to create a sense of belonging to, and respect for, a diverse community where service, teaching, and learning are valued; promoting growth in all students, including those with disabilities and English Language Learners in order to produce citizens who excel in and contribute to their environment and the challenging global society as life-long learners.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences will take place during the 1st and 3rd quarter Report Card Pick Up (November 11, 2016 and April 20, 2017). Conferences can also be requested through the Counseling Department on an as needed basis.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Parents will be provided with frequent reports on their children's progress. At the 5th, 15th, 25th and 35th week, quarterly progress reports will be mailed home, 10th and 30th week report cards can be picked up at the school and the 20th and 40th week report cards will be sent home with students. Parents will also be encouraged to use Parent Portal. Parent Portal training will be provided for parents.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

The school will provide reasonable access to staff through Report Card Pick Up Day conferences and through conferences arranged through the Counseling Department.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

The school will provide parents opportunities to volunteer and participate in their children's school such as volunteering at the school, at school events, parent patrol to assist in safe passage of students, participation in school leadership teams (NCLB PAC, LSC, PTA, BAC, etc.)

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents will support their children's learning in the following ways: By monitoring children's attendance; monitoring the amount of television and kind of programs watched by their children; setting aside time for children to study each night; by becoming involved in school policy by attending meetings such as NCLB PAC, LSC, BAC, etc.; Participate in school provided workshops and classes for parents; Participate, whenever possible, in decisions relating to their children's education (attend Annual Review meetings, teacher conferences during report card pick-up, orientation meetings, etc.); encourage children to do their best in school, participate in extra curricular activities and to make appropriate decisions.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

The parents will participate in decisions by attending meetings, parent conferences (as requested by the the school) and conferences (as requested by the parents) arranged through the counseling department. There are also monthly opportunities for parents to explore post secondary career and educational opportunities for their children, FAFSA workshops for parents and other vehicles employed to empower parents to take an active role in educational decisions for their children.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will share the responsibility to improve their academic achievement and achieve the State's high standards by not resolving conflicts with violence; attending all classes and to be on time for those classes; motivating their peers to do well in school; do class assignments and homework; utilize tutoring opportunities provided by the school and outside agencies; accept consequences for their actions.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Increase parental involvement by providing activities that promote an increase in parents' presence at Kelly. Improved student achievement by providing activities such as classes and workshops to help; Empower parents to take control of their childrens learning environment at home (GED/Computer/ESL classes- Sept- May).

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 14612	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ Amount	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$ Amount	.00
53306	**Software** Must be educational and for parent use only.	$ Amount	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount	.00