



## 2016-2018 plan summary

### Team

Name	Role	Email	Access
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### Team meetings

Date	Participants	Topic
02/05/2016	CIWP Team	SEF
02/10/2016	CIWP Team	SEF

02/16/2016	ILT Team	SEF
02/17/2016	Teacher Teams	SEF
03/09/2016	CIWP Team	Goals and Strategies
03/15/2016	CIWP Team	Goals and Strategies
03/21/2016	CIWP Team	Goals and Strategies
04/04/2016	CIWP Team	Action Items
04/12/2016	CIWP Team	Goals/Strategies/Action Items
04/27/2016	ILT Team and Nick Freeman, Data Strategist	Overall CIWP Review
05/02/2016	CIWP Team	Updating CIWP based on Data Strategist's Recommendations
05/17/2016	CIWP Team	Reviewing/Finalizing
05/18/2016	CIWP Team	Reviewing/Finalizing

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

#### Kellman School Vision

The Joseph Kellman Corporate Community School strives to become a model of rigorous academic and technological advancement, thereby enhancing the student's socio-emotional development and acquisition to meet the demands of the new marketplace. All students will be empowered to discover their own special genius through extensive collaboration amongst themselves, teachers, parents and the community.

#### Kellman School Mission

Our mission at the Joseph Kellman Corporate Community School is to create a stimulating and inquiry based learning environment for active literacy engagement, mathematics proficiency, and academic achievement for all students. We will create an equitable and discovery based student environment, in which students will become meta-cognitive thinkers that embrace diversity, academic excellence, advances technological skills and improves social skills through collaborative learning, professional development and parental support.

- \*Staff meets weekly to conduct ILT and teacher team meetings at which time data is reviewed and analyzed to close the achievement gap
- \*Staff also discusses strategies/techniques to address student deficiencies
- \*Use NWEA Attainment/Growth, mClass, ACHIEVE3000, Think Through Math to differentiate and drive student-centered instruction around Common Core State Standards
- \*Teacher Leaders attend Network 5 Professional Development to provide school-level instructional supports through Leader Teach Backs
- \*Network 5 Instructional Support Leaders provide additional classroom and school-wide support
- \*Principal collaborates both formally/informally with teachers using REACH as a guideline
- \*Principal reviews vision and mission with staff, students, and parents at the State of the School Address
- \*Principal provides staff/students with career/college readiness materials
- \*School performance reports (MVMC, SQRP, Five Essentials, etc.) are reviewed periodically with teachers, students and parents
- \*Principal meets individually with 3rd, 6th, and 8th grade students and parents in the Fall to review promotion policy
- \*My Voice, My School 5 Essential Survey received a score of "organized"
- \*All of our teachers are invested in the success of our school, as shown by:
  - \*\* Teacher Attendance 91%
  - \*\*ILT Membership and Participation
  - \*\*Grade Level Team Leaders
  - \*\*Strong CIWP Team
  - \*\*MTSS Lead by Case Manager and Counselor
  - \*\*Union Representative
  - \*\*Literacy Coach and Teacher Leaders wrote and received NL READS Grant
  - \*\*Forming External Partnership (Kellman Family Foundation, ROCK for KIDS Music Program, Science on the Go, Turning the Page, I Am Able, Experience Corps Tutors, Illinois Action for Children, Children's Literacy Initiative, West Point School of Music)
  - \*\*Teachers collaborate at TT Meetings and instructional decisions are made as a group to affect school-wide student growth
  - \*\*Teachers have committee chair responsibilities - National Junior Honor Society, Student Council, and Lead Teachers
  - \*\*Local School Council is comprised of parents, two teachers, community representative and administrator

#### 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	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

### Instructional Leadership Team:

Score

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.

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\*Staff members are primary, intermediate, upper, diverse learner teachers, and counselor  
 \*ILT has regular meetings that are scheduled biweekly  
 \*ILT members follow the Network 5 calendar to insure data is analyzed  
 \*Data is regularly analyzed and shared with Teacher Teams in order to reach students' attainment and growth levels  
 \*Use NWEA Attainment/Growth, mClass, ACHIEVE3000, Think Through Math to differentiate and drive student-centered instruction around Common Core State Standards  
 \*Kellman Kudos in Staff Weekly Bulletin, Above and Beyond Teacher Recognition Announcement  
 \*Literacy Coach presents data to Steans Family Foundation (NL READS Grant)

### 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	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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

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- \*Primary Teachers (PreK - 3rd Grades) have an assigned literacy coach through CLI (Children's Literacy Initiative) as evidenced by CLI Coaching Continuum
- \*Teacher Leaders attend Network 5 Professional Development Meetings
- \*Teacher Leaders provide Teach Backs to teachers
- \*Literacy Coach provides opportunities for coaching/mentoring
- \*Teachers attend ongoing Professional Development offered by CPS and outside sources
- \*REACH Performance Framework is used as a guideline to support teacher professional responsibility
- \*Teachers write Letters of Recommendations for High School bound students (acceptance and admittance)
- \*Provide a list of after school resources for parents
  
- \*Teachers attend CPS/CTU Flex Days

### 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

### 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

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- \*Renew ACHIEVE3000 to increase students' Lexile Levels in 3rd - 8th by at least 100 points
- \*Replenish literacy instructional materials
- \*Retain Literacy Coach to support literacy programs and grants
- \*Renew Think Through Math to increase students' math achievement in 3rd - 8th grade
- \*Replenish math instructional materials
- \*Continue NL READS Grant through the Steans Foundation to have all 3rd graders reading at level by 2018
- \*Leveled Literacy Interventionist supports lowest performing readers in Kinder - 3rd
- \*Literacy Coach supports small group instruction in 4th - 8th grades
- \*Literacy Coach administers individualized assessments to determine students reading strengths and weaknesses
- \*Counselor and other assigned staff collaborate with Turning the Page, on of our partner organizations, to facilitate monthly Community Nights. These nights are interactive evenings that include parent workshops, child mentoring, book give aways, and family dinner. The goal of Community Nights is to make stronger connections with students and their families.
- \*Counselor and other assigned staff collaborate with Illinois Action for Children to monitor attendance rate. A weekly report is reviewed to identify students who are chronically absent (4+ consecutive days). Parents are contacted where assistance is offered to encourage better attendance (approximately 18 families are receiving support from IAC)
- \*I Am Able Counseling Agency provides counseling for any referred student. Counseling topics are as follows: anger management, grief & loss, character education, social skills and conflict resolution (approximately 10% of our student body are receiving services)
- \*99% of the teacher staff is highly qualified
- \*approximately 75% of the teacher population has attained advanced degrees
- \*80% of teaching staff returns each year
- \*Time Distribution allocates for 90+ minutes of reading and math instruction, other subjects follow suggested time distributions
- \*Diverse Learners' needs are met according the their IEPs through inclusion and resource (approximately 13% of our student population are Diverse Learners)
- \*Select staff members from grade level bands use an interview process, including interview protocol, when selecting highly qualified candidates, with administration
- \*Hiring team requires potential candidates to model a grade-level appropriate lesson
- \*Use ISBE site to verify teacher qualifications and performance ... follow up with previous school, if needed

### 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	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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.

Score

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We have aligned our purchases, consultants, curriculum/instruction, professional development to Common Core State Standards and the PARCC Assessment.

- \*Teachers enhance curriculum via research based websites and resources
- \*Teacher created performance assessments address the needs of students
- \*Instructional materials/texts are provided for all students in all grades, having an appropriate level of complexity within CCSS
- \*Teachers are implementing units and performance assessments that are aligned with CCSS.
- \*Teachers utilize curriculum based pacing guides.
- \*Teachers attend Network 5 Common Core Leadership meetings and provide Teach-Backs to their grade level peers.
- \*Network 5 ISLs are continually monitoring Teach-Back implementation.
- \*Network 5 ISLs/Teacher Leaders are supporting teacher by providing professional development, monitoring, and mentoring.
- \*Literacy Coach provides support within the classrooms through teacher modeling/coaching and individualized student support.
- \*Teachers utilize curriculum assessments to address the needs of all students.
- \*Teachers submit short/long term plans as well as teacher goal sheets that ensure success for all students including diverse learners through rigorous instruction. (Interdisciplinary Academic Vocabulary, problem solving, and critical thinking)
- \*Diverse Learner Teachers and general education teachers collaborate to provide modifications to ensure student attainment.
- \*Referred students receive individual/group counseling.
- \*MTSS is utilized to identify those students who are struggling with academics and/or behavior. Teachers identify the problem, provide evidence of what they did to address the problem, progress monitor and provide assessment results. Once data is collected, teachers submit information to the counselor and diverse learner team to determine progress (4% of student population is Tier 3)
- \*Counselor provides individual and small group crisis counseling for all referred services, which includes check in/check out, character education, peace circles

## 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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

Score

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)

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\*Literacy Curriculum includes ACHIEVE 3000, Heggerty Phonics, Sing, Spell, Read and Write, Reading Street, Reading A to Z, Scholastic StoryWorks, Junior Scholastic, Creative Curriculum, Elements of Literature, ABC Mouse, and National Geographic

\*Purchase iReady Curriculum for Kindergarten - 8th Grades

\*Math Curriculum includes Think Through Math, Envision (K - 5th), Connected Math (6th - 8th)

\*Science Curriculum includes eScience, Foss Kits, Science on the Go, Science for Kids Website, BBC Bite-Sized Science

\*Social Science Curriculum is found on the Knowledge Center/Interdisciplinary Studies

\*Counselor implements college and career exploration using Navience (web-based) for 6th - 8th grades

\*Purchase programs that provide social/emotional support for all learners

\*Students and Teachers utilize the Google applications suite to share and collaborate information with the school community and parents.

\*The school maintains an online web presence through Twitter, Vimeo(video), Youtube, and the school website.

\*Students use Microsoft Office for Dell based computers and iWork for Mac-based computers to support college and career readiness

\*Primary students use Dance Mat Typing for basic typing skills and 6th - 8th grade uses Learning Games for Kids' Typing Drills

\*Sharing Good News in the Schools (Male Mentoring Program in 6th - 8th Grades)

\*Purchase Black Star Project (6th - 8th Grades), Pretty Brown Girls (K - 8th), Real Men Read

\*Teachers are observed using REACH 1a - 1d, CPS Framework for Teachers

### 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	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment  <a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Framework for Teaching	
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

#### WHERE WE ARE

- \*48% NWEA Reading and 36% NWEA Math National School Growth Percentile
- \*Literacy Coach collects quarterly writing samples from grades PreK - 8th grades to examine low, average, and high level writing trends
- \*During ILT and TT Meetings, all stakeholders review and analyze NWEA, mClass, PARCC, ACHIEVE3000, Think through Math, Raz-Kids to create action items and monitoring of those items
- \*During Grade Level Meetings teachers review individual student work/projects to create cohesion within/across grade levels
- \*Teachers have one to one conferences with students to discuss data and create individual student goals
- \*Teachers create high level questioning that is aligned to CCSS
- \*Classrooms have peer tutors that collaborate to initiate improvement, make revisions, and provide feedback
- \*Experiences in literacy and math include think/pair/share and turn & talk provide opportunities to engage in productive struggle
- \*Literacy experiences include emphasis on non-fiction text and close reading experiences to provide students the opportunity to respond both orally and in writing
- \*Math experiences include number sense and operational fluency to prepare students for higher-level mathematical skills and reasoning
- \*Literacy and Math are aligned to CCSS
- \*Project Based Learning allows students to create authentic work based on rubric guidelines

#### AREAS OF GROWTH

- \*48% NWEA Reading and 36% NWEA Math National School Growth Percentile
- \*Consistently review student work with a school-wide protocol
- \*Monitoring classroom implementation of Network 5 PD TeachBacks
- \*Data needs to be consistently displayed and reviewed
- \*Parents need to be aware of the CCSS to support student learning at home
- \*Deeper involvement from community partnerships to support ALL learners

## 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	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
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

1 2 **3** 4

- \*Students are being introduced to College and Career Readiness through exploring resources such as Naviance ... electronic/online portfolios
- \*Students attend High School Fairs
- \*Students have the opportunity to attend High School Shadow Days
- \*Students attend college tours
- \*Students explore CPS Websites for all high schools
- \*Students attend Career Days to learn about various career opportunities
- \*Students participate in world-wide events such as Hour of Code, We Day, Earth Day to become a part of the global community
- \*High performing students are members of National Junior Honor Society
- \*Leadership workshops are attended by students to improve skills needed to be a productive citizen
- \*Using Dashboard, students and parents are made aware of student "on-track" status through teacher/administrative conferences
- \*45% of students in the 20th week are on-track
- \*25% of students attend high school enrollment

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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

3 of 3 complete

### 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

1   **2**   3   4

## WHERE WE ARE

- \*PreK - 8th Grade Teachers create lesson plans that include standards based learning objectives, directions and procedures
  - \*Informal/Formal Observations and Instructional Rounds by Administration, Network 5 ISLs, and Literacy Coach show that teachers (about 90%) are using various levels of questioning ... Bloom's Taxonomy/Depth of Knowledge
  - \*Teachers follow and adhere to schedules/pacing guides as monitored by administration and set by Network 5
  - \*Lesson plans include diverse learning activities/modifications/accommodations/assessments
  - \*Instruction is scaffolded to insure that all students can engage in complex tasks/utilize complex texts
  - \*Teachers use data to form instructional groups
  - \*Teacher Leaders provide TeachBacks to staff and Literacy Coach and Administration monitor progress
  - \*According to 5 Essentials Report, the leadership group is an active and skilled group that sets high standards for teaching and student learning (60% - Strong Rating)
  - \*According to the 5 Essentials Report, All teachers collaborate to promote professional growth, teachers are active partners in school improvement, and are committed to the school, and focused on professional development (70% - Strong Rating)
  - \*According to the 5 Essentials Report, 77% strong rating in collaborative practices
  - \*Teachers communicate with students ongoing and through Student Portal, Weekly Newsletters, Emails, School Website and Twitter
  - \*80% of teachers are proficient with communicating with students, engaging students in learning and using assessment and instruction
  - \*Teachers reteach lessons when 50%+ of the students do not meet the standard/s
- ## AREAS OF GROWTH
- \*NWEA School Growth Percentile in Reading is 48% and Math is 36%
  - \*Performance Based and Formative Assessments are used regularly to monitor student progress and understanding (90% of the time)
  - \*50% of teachers are demonstrating flexibility and responsiveness according to REACH CPS Framework for Teaching
  - \*Teachers shadow mentor Teachers to observe best practices
  - \*Differentiated instruction is not consistent in every classroom
  - \*Integration of technology is not consistent within every classroom
  - \*Reading Curriculum needs to be updated to support CCSS for all students
  - \*Continued support for teachers to implement Envision and CMP3 through professional development
  - \*Funding an after-school program and/or Saturday School

## 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### 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.

Score

1 2 3 4

#### WHERE WE ARE

- \*Every day, in all classrooms, teachers provide universal instruction in the core curriculum (Tier 1) and use Social Emotional Strategies Book to support SEL implementation
- \*To address the students in Tier 2, teachers and Literacy Coach provide small group instruction, peer tutoring, and our partner, Experience Corps, provides small group instruction in 1st - 3rd Grade
- \*Students in Tier 3, in grades K - 3rd, receive leveled literacy intervention from our interventionist. All students in Tier 2 and 3 receive counseling from I Am Able, partner, and our school counselor
- \*Personalized Learning Plans are reviewed weekly for students that have been identified as at risk. Counselor and Literacy Coach monitor PLPs
- \*Attendance Clerk, Illinois Action for Children, and Counselor monitor weekly attendance to identify chronically absent and chronically tardy students. Parents are notified and offered services and support.
- \*Administrative Team (Counselor, Literacy Coach, and Technology Coordinator) monitor grades weekly and report to administrators on grading trends
- \*Teachers progress monitor (in Kindergarten - 2nd Grades, teachers use mClass Progress Monitoring tools). Students that are intensive are progress monitored every other week, and strategic students are progress monitored monthly. Literacy Coach and Network 5 ISL monitor
- \*Students set goals based on NWEA and meet with teachers to discuss action plans to reach those goals
- \*If needed, teachers meet with with MTSS and Diverse Learners' Team
- \*Administration meets individually with parents/students in Grades 3, 6 and 8 to address promotion policy
- \*If needed, students are recommended for the MTSS process.
- \*When needed, students are assessed using the Basic Reading Inventory (by the Literacy Coach) to gather additional reading data on a student's performance

#### AREAS OF GROWTH

- \*The NWEA National School Growth Percentile in Reading is 46% and in Math is 36%
- \*School attendance rate is 95%
- \*School on track rate is 45%
- \*Progress monitoring needs to occur in 3rd - 8th grades
- \*MTSS Team needs to be established and meet bi-weekly
- \*Universal protocol for MTSS that all teachers implement quarterly
- \*All teachers submit evidence/data collected over a course of 5 to 6 weeks for Tier 2 and Tier 3 students

### 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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B3. MTSS Implemented Effectively in School</li> </ul>

### 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.

Score

1 2 **3** 4

#### WHERE WE ARE

- \*School wide data is abundant and readily available and posted throughout the school to all stakeholders
- \*Copies are obtained/provided immediately after assessments to all stakeholders
- \*Data that is used is NWEA, mClass, PARCC, ACHIEVE3000, Think Through Math, Raz-Kids, NSWD, and curriculum based assessments
- \*Literacy Coach uses BRI (Basic Reading Inventory) to further assess reading deficiencies of struggling readers
- \*Kindergarten - 2nd grade uses NSWD to assess sight word fluency
- \*Network 5 Assessments/Topics drive instruction (Debra Evans' Instructional Units)
- \*Teachers use Reading Street and ENVISION and CMP3 assessments
- \*Teachers follow Assessment Calendar
- \*Teachers frequently use GradeBook and follow Grading Scale
- \*Teachers follow CCSS when planning lessons and address standards

#### AREAS OF GROWTH

- \*Update grading scale to be consistent with CPS
- \*Consistent implementation of 5 week assessments for reading, math and science
- \*Measure of grading weights for assignments, homework, tests/quizzes, projects, participation needs to be universal
- \*On-track metric is 52% (30th week)
- \*Additional grades based on teacher instruction/tests, as opposed to web-based programs/grades
- \*Assessments and grades need to include diverse learners and how they are measured

### 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
	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

1 2 3 4

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.

- \*The school has strong vision and mission statements that serve as the building blocks of the school environment
- \*Students recite the Kellman School Creed daily which reflects a shared belief in the importance of learning
- \*Students that are on the honor roll are recognized on a bulletin board and during awards assemblies
- \*High achieving students are members of National Junior Honor Society
- \*Bulletin boards clearly display NWEA and mClass data and goals
- \*Student attendance is monitored and classrooms receive stars to represent overall weekly attendance. High achieving attendance is rewarded with uniform-free Fridays, school dances, movies and positive reinforcement strategies
- \*Student Council promotes leadership and academic and personal success
- \*Teachers display learning objectives daily and review before, during and after instructional lessons aligned with CCSS
- \*Students conference with teachers and create goals based on NWEA expectations to meet and exceed
- \*Student Council is merit based and meets the needs of all learners
- \*During awards assemblies students are not only recognized for academic success, but growth and effort
- \*SEL Curriculum allows for students to convene in peace circles and team meetings where community and team work is emphasized
- \*Students are afforded the opportunity to share out and reflect throughout lessons
- \*Teachers collaborate and analyze student work to inform instruction
- \*Team work is emphasized during physical education classes
- \*According to the 5 Essential Survey, Kellman School received a score of 64%, which is "strong", we also received a score of 99%, which is "very strong" in quality of student discussion

### 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	<a href="#">2b. Establishing a Culture for Learning</a>
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 the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

### Score

1 **2** 3 4

\*According to the 5 Essentials Survey Kellman received a performance score of 10%, "weak", for student-teacher trust, teacher-parent trust and teacher-teacher trust both received a score of 65%, which is "strong", and teacher-principal trust score of 50%, "neutral"

\*Kellman is planning for check-in/check-out system for students

\*I Am Able Counseling Services is Kellman School's partner

\*Full time Counselor

\*Student behavior is monitored by Referral Process

\*Teachers receive professional development from School Social Worker on intervention strategies

\*Kellman School has partnerships with Kellman Family Foundation, Children's Literacy Initiative, I Am Able, West Pointe School of Music, Turning the Page, and Illinois Action for Children

## 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	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### 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

\*Early Morning Program, K - 8th Grade, 7am for students who are dropped off before school begins  
 \*Student Council is a member of We Day, which includes recognizing students for global community work. Students raise monies for Breast Cancer Awareness, Greater Chicago Food Depository, National Lymphoma Society, Feed My Starving Children, and for the school.  
 \*National Junior Honor Society promotes academics for high honor roll students in 6th - 8th grades.  
 \*West Point School of Music offers music lessons in Beginner/Advanced Band, steel drums, trumpet, bass, etc.  
 \*Art Club is offered for all  
 \*Boys Basketball, Girls Volleyball, Pom Pon, Girls Softball  
 \*Rock for Kids  
 \*Gospel Choir

## 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	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

\*According to the 5 Essentials Report, Kellman School received a score of 20, which is "weak"; however, 54% of students reported feeling very safe in the classrooms, 40% of students feel safe in the hallways - the largest percentage of students feeling unsafe was based on feeling unsafe OUTSIDE/AROUND the school

\*Discipline violations and positive behavior supports are handled differently between teachers without school-wide norms

\*Two security guards are on staff

\*1 ELSA Training/ 5 drills are conducted annually for staff and students

\*Noise Level Rating System throughout the building(0-5 level CHAMPS)

\*Students move from activity to activity at Level 0-1

\*Students, waiting to have a rest room break, read books

\*Administrators/non classroom teachers circulate the building, during transitions

\*Teachers have classroom rules, expectations and consequences posted within their classrooms

\*Kellman School has a climate in which all adults are involved safety, security and order of each classroom and student

\*Kellman School's number of misconducts according to Dashboard is 7.6

### 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

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.

Score

1 2 3 4

#### WHERE WE ARE

- \*Teachers have individual classroom rules, expectations and consequences posted within their classrooms
- \*Consequences are posted within classrooms to support appropriate student behavior
- \*Individual teachers contact families through newsletters, Parent Portal, emails, phone calls, calendar
- \*School uses Robo Calls to convey information
- \*Students are immediately removed from classroom setting so instruction is minimally interrupted

#### AREAS OF GROWTH

- \*Targeted professional development around SEL for both teachers and students
- \*Consistent classroom to classroom expectations and consequences for all students
- \*School-wide incentive program
- \*Utilize SEL Handbook consistently within the instructional setting
- \*Use MTSS for SEL and Behavior monitoring
- \*Kellman School's number of misconducts according to Dashboard is 7.6
- \*All classrooms need to utilize Calm Classroom to support students SEL needs

### 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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:

### Score

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.

1 2 **3** 4

\*Kellman School has a partnership with Turning the Page, which facilitates community nights. The nights are interactive evenings that include parent workshops, child mentoring, book giveaways and family dinner. The goal of Community Nights is to make stronger connections between students/families and the school

\*I Am Able Counseling Agency provides counseling for any referred student/s and their families. Counseling topics are as follows: anger management, grief & loss, character education, social skills and conflict resolution

\*Illinois Action for Children provides parents trainings on life skills, offers resources and support to parents

\*PAC offers monthly meetings to parents on various topics (understanding data, helping children with homework, preparing a resume)

\*Parents and Community Members are employed as Lunchroom/Recess Attendants

\*The school communicates to families through Robo Calls, Monthly Calendars, Emails, Newsletters, Fliers

\*Security Guard welcomes and greets all who enter through the front doors

\*Administration has a yearly "State of the School" Address informing parents of data, expectations, and other important events

\*Literacy Coach hosts Book Fairs and invites parents to attend

\*Open House offers an opportunity for parents to meet their child's teacher/s and learn classroom procedures and expectations

\*During Report Card Pick-Up members of the community display their services and programs that are available to our students

\*According to the 5 Essentials Survey, Kellman School received a score of 45, which is "neutral" for parent involvement in school, parent influence of decision making in schools received a score of 63, which is "strong"

### 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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Five Essentials	Five Essentials Score – Involved Families
CPS Framework for Teaching	My Voice, My School Survey scores – outreach to parents; parent-teacher trust
CPS Performance Standards for School Leaders	Involved Families
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">4c. Communicating with Families</a>
	D1. Engages Families

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
1	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	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 Quality Teaching: Multi-Tiered System of Support	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: Relational Trust	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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: Balanced Assessment & Grading	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: Parent Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

10 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
2nd graders and 3rd graders have received additional reading supports through Steans Family Foundation Grant, administrative team reviewing reading grades, professional development, teach backs, literacy coach, team meetings, academic conferences with parent, teacher, and students, state of the school to raise awareness to the community, ACHIEVE3000	80.00	48.00	52.00	57.00
<b>National School Growth Percentile - Math</b>				
administrative team reviewing reading grades, professional development, teach backs, literacy coach, team meetings, academic conferences with parent, teacher, and students, state of the school to raise awareness to the community,	7.00	36.00	50.00	55.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Administrative team reviewing reading and math grades, professional development, teach backs, literacy coach, team meetings, academic conferences with parent, teacher, and students, state of the school to raise awareness to the community, ACHIEVE3000 and Think Through Math, concentrate on moving students from lo average category to the next highest category	49.70	(Blank)	57.00	62.00
<b>African-American Growth Percentile - Reading</b>				
2nd graders and 3rd graders have received additional reading supports through Steans Family Foundation Grant, administrative team reviewing reading grades, professional development, teach backs, literacy coach, team meetings, academic conferences with parent, teacher, and students, state of the school to raise awareness to the community, ACHIEVE3000	78.00	45.00	52.00	57.00
<b>Hispanic Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
<b>English Learner Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Reading</b>				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>African-American Growth Percentile - Math</b>				



administrative team reviewing reading grades, professional development, teach backs, literacy coach, team meetings, academic conferences with parent, teacher, and students, state of the school to raise awareness to the community,	7.00	36.00	50.00	55.00
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**Hispanic Growth Percentile - Math**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**English Learner Growth Percentile - Math**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Math**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**National School Attainment Percentile - Reading (Grades 3-8)**

3rd graders have received additional reading supports through Steans Family Foundation Grant, administrative team reviewing reading grades, professional development, teach backs, literacy coach, team meetings, academic conferences with parent, teacher, and students, state of the school to raise awareness to the community, ACHIEVE3000,	24.00	36.00	50.00	55.00
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**National School Attainment Percentile - Math (Grades 3-8)**

administrative team reviewing reading grades, professional development, teach backs, team meetings, academic conferences with parent, teacher, and students, state of the school to raise awareness to the community,	18.00	28.00	50.00	55.00
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**National School Attainment Percentile - Reading (Grade 2)**

Steans Family Foundation Grant allows second graders to receive additional reading support and interventions, Teachers use mClass TRC to inform instruction and address deficiencies, students use leveled text, ABC mouse, Reading A to Z, Attendance is monitored through Illinois Action for Children, Primary Lead Teacher, Turning the Page and I Am Able address social emotional learning, Experience Corps tutors work with students twice per week	51.00	75.00	80.00	85.00
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**National School Attainment Percentile - Math (Grade 2)**

mClass Math, Envision,	37.00	52.00	57.00	62.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**Average Daily Attendance Rate**

Teachers calling home and maintaing call logs, Illinois Action for Children monitoring chronic absences,attendance clerk sends 5 and 10 day notices, robo calls home, attendance incentives - out of uniform, trophy, stars on classroom doors	95.10	94.90	96.50	97.50
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**My Voice, My School 5 Essentials Survey**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

2 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Monitoring Grade Entry Weekly				

Classroom teachers (core subject areas ... reading, math, science, social studies, and writing) enter 2 to 3 grades/week/subject (Classwork, Homework, and Assessments)	(Blank)	(Blank)	95.00	98.00
Seamless Line of Communication				
ILT and TT Teams need to be transparent and communicate goals and data consistently	(Blank)	(Blank)	50.00	75.00
(Blank)				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

## Strategies

### Strategy 1

If we do...

...then we see...

...which leads to...

informational meetings for school community stakeholders and students regarding the CPS suggested grading policies and -universal/school-wide weights	increase in passing grades, more students on honor roll, more students meeting the standards, increased class participation	an increase to the students on track every five weeks, the number of students that qualify for the selective enrollment exam by 5%, increase on track rate by 4%, (decreased misconducts, increased attendance, increase GPAs.)
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Tags:

Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use

Area(s) of focus:

2, 1, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Change grading scale and use on track data to track progression from previous semester. Current Week 25 On Track Data shows 37.2%	Administration/ILT team	Jun 21, 2016 to Aug 1, 2016	New grading scale will be implemented in Fall, 2016	Completed

### Intervention, Climate and Culture, Personalized Learning

Inform parents, community, and stakeholders of the new grading scale	Administrative Team and Teachers	Aug 29, 2016 to Sep 30, 2016	New grading scale in student agenda books, displayed in classrooms, family handbook, and will be discussed at Open House	Completed
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### Intervention, Climate and Culture

Open House	Administration/administrative team(counselors, tech. coordinator)	Sep 21, 2016 to Sep 21, 2016	Agenda Parent Sign In Partnership Involvement(Turning the Page, Illinois Action for Children)	Completed
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### Family and Community Engagement, Grading, On track, Academic expectations, Academic supports, Collective responsibility, Academic rigor

ILT team and TT/ will review on track data quarterly in the Dashboard system.	ILT Team, Teacher Team, Administration	Sep 1, 2016 to Jun 30, 2017	ILT/TTteam agendas sign in sheets	On-Track
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### Climate and Culture, Classroom rigor, Co-teaching, Data analysis, Collaboration, Data driven instruction,

**Collective responsibility**

Administrative team periodically reviews Gradebook for consistency, frequency, assignment alignment to CCSS. Team will look for reteaching and more authentic activities vs. web based activities	Administrative team	Aug 23, 2016 to Jun 30, 2017	Gradebook	On-Track
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**Aligned resources, On track, Academic expectations, Tasks**

On Track assemblies and incentives	teachers	Sep 30, 2016 to Jun 30, 2017	On Track Metric on Dashboard	On-Track
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**Motivation, Student engagement, Assemblies, Student achievement**

Teacher Student Conferences	Teachers	Sep 30, 2016 to Jun 30, 2017	Student Goal setting sheet	On-Track
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**Data, Communication, Culture of learning, Academic expectations, Collaboration**

Administrator/Parent conferences for 3, 6, 8, and others as needed.	Administration	Sep 30, 2016 to Jun 30, 2017	Signed Promotion policy	On-Track
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**Climate and Culture, Family and Community Engagement, Parental involvement, Culture of learning, Goalsetting**

Strategy 2

If we do...

a thorough analysis of student work(reading/math/science) during grade level meetings

...then we see...

an increase teacher collaboration across grade levels, specific skill instruction based on needs of the students, identified trends to address student performance

...which leads to...

continuous and improved horizontal and vertical planning by an increase in student academic performance as measured by their grades(On Track Measures)

Tags:

Core Instruction, Assessment, Curriculum Design, Data Use, Instruction

Area(s) of focus:

1, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Use Sunday Cummings Protocol for Analysis of Student Work in grade level meetings to analysis primary student work	Teachers K-2 Administrative Team	Sep 6, 2016 to Jun 26, 2017	Ongoing Grade Level Meeting Agendas	On-Track

**Core Instruction, Assessment, Curriculum Design, Data Use, Curriculum**

Use Lois Brown Easton Protocol for Analysis of Student Work in 3rd - 8th Grades	Teachers 3-8 Administrative Team	Sep 6, 2016 to Jun 26, 2017	Ongoing Grade Level Meeting Agendas	On-Track
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**Core Instruction, Assessment, Curriculum Design, Data Use, Curriculum**

Teachers will submit student writing samples to ILT monthly	Teachers Administrative Team	Sep 7, 2015 to Jun 20, 2017	Teachers analyzes trends, strengths and weaknesses. Using that data, provides resources, professional development, and coaching to teachers to increase student performance.	Postponed
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**Core Instruction, Assessment, Curriculum Design, Data Use, Curriculum**

Teachers will provide strategic grouping based on identified trends	Teachers	Sep 30, 2016 to Jun 30, 2017	small group instruction	On-Track
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**Data, Accountability, Data analysis, Academic supports**

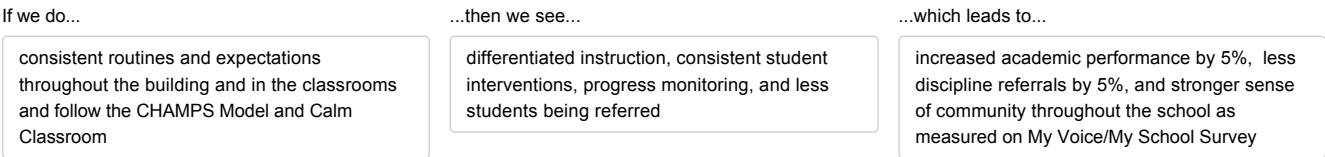
Teachers will attend Professional Development to improve instruction of specific skills in reading, math, and science	Teachers	Sep 1, 2016 to Jun 30, 2017	Teachbacks, teacher attendance	On-Track
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**Professional Learning, Instructional Coaching, Professional development, Professional responsibility, Agenda**

Create additional student friendly rubrics so that students are aware of academic expectations and strengths and weaknesses	Teachers	Sep 30, 2016 to Jun 30, 2017	Teacher created rubrics that support projects and assignments.	On-Track
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**Data, Feedback, Collaboration, Rubrics, Student work, Common planning time**

Strategy 3



Tags: MTSS, Intervention, Behavior and Safety, Climate and Culture, Restorative approaches

Area(s) of focus: 1, 4, 5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Establish a CHAMPS Team and meet to plan for upcoming school year	Administration Teachers	Jun 27, 2016 to Aug 29, 2016	Agendas	Not started

**MTSS, Behavior and Safety, Climate and Culture, SEL, Restorative approaches**

Introduce/Explain CHAMPS model to students, parents, and stakeholders	Administration Teachers	Sep 6, 2016 to Oct 4, 2016	Student Agenda Books, Open House Agenda	Not started
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**MTSS, Behavior and Safety, Climate and Culture, SEL, Restorative approaches**

Review discipline referrals

CHAMPS Team  
AdministrationSep 5, 2016 to  
Jun 26, 2017Verify  
Dashboard

On-Track

**Behavior and Safety, Climate and Culture, SEL,  
Restorative approaches**

## Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Change grading scale and use on track data to track progression from previous semester. Current Week 25 On Track Data shows 37.2%</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Intervention, Climate and Culture, Personalized Learning</p>	Administration/ilt team	Jun 21, 2016	Aug 1, 2016	Completed
<p>✚ Inform parents, community, and stakeholders of the new grading scale</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Intervention, Climate and Culture</p>	Administrative Team and Teachers	Aug 29, 2016	Sep 30, 2016	Completed
<p>✚ Open House</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Family and Community Engagement, Grading, On track, Academic expectations, Academic supports, Collective responsibility, Academic rigor</p>	Administration/administrative team(counselors, tech. coordinator)	Sep 21, 2016	Sep 21, 2016	Completed
<p>✚ ILT team and TT/ will review on track data quarterly in the Dashboard system.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Climate and Culture, Classroom rigor, Co-teaching, Data analysis, Collaboration, Data driven instruction, Collective responsibility</p>	ILT Team, Teacher Team, Administration	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✚ Administrative team periodically reviews Gradebook for consistency, frequency, assignment alignment to CCSS. Team will look for reteaching and more authentic activities vs. web based activities</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Aligned resources, On track, Academic expectations, Tasks</p>	Administrative team	Aug 23, 2016	Jun 30, 2017	On-Track
<p>✚ On Track assemblies and incentives</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Motivation, Student engagement, Assemblies, Student achievement</p>	teachers	Sep 30, 2016	Jun 30, 2017	On-Track
<p>✚ Teacher Student Conferences</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Data, Communication, Culture of learning, Academic expectations, Collaboration</p>	Teachers	Sep 30, 2016	Jun 30, 2017	On-Track
<p>✚ Administrator/Parent conferences for 3, 6, 8, and others as needed.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Climate and Culture, Family and Community Engagement, Parental involvement, Culture of learning, Goalsetting</p>	Administration	Sep 30, 2016	Jun 30, 2017	On-Track
<p>✚ Use Sunday Cummings Protocol for Analysis of Student Work in grade level meetings to analysis primary student work</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Instruction, Core Instruction, Assessment, Curriculum Design, Data Use, Curriculum</p>	Teachers K-2 Administrative Team	Sep 6, 2016	Jun 26, 2017	On-Track
<p>✚ Use Lois Brown Easton Protocol for Analysis of Student Work in 3rd - 8th Grades</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Instruction, Core Instruction, Assessment, Curriculum Design, Data Use, Curriculum</p>	Teachers 3-8 Administrative Team	Sep 6, 2016	Jun 26, 2017	On-Track
<p>✚ Teachers will submit student writing samples to ILT monthly</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Instruction, Core Instruction, Assessment, Curriculum Design, Data Use, Curriculum</p>	Teachers Administrative Team	Sep 7, 2015	Jun 20, 2017	Postponed

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will provide strategic grouping based on identified trends</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Instruction, Data, Accountability, Data analysis, Academic supports</p>	Teachers	Sep 30, 2016	Jun 30, 2017	On-Track
<p>✦ Teachers will attend Professional Development to improve instruction of specific skills in reading, math, and science</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Instruction, Professional Learning, Instructional Coaching, Professional development, Professional responsibility, Agenda</p>	Teachers	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✦ Create additional student friendly rubrics so that students are aware of academic expectations and strengths and weaknesses</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Instruction, Data, Feedback, Collaboration, Rubrics, Student work, Common planning time</p>	Teachers	Sep 30, 2016	Jun 30, 2017	On-Track
<p>✦ Establish a CHAMPS Team and meet to plan for upcoming school year</p> <p>Tags: MTSS, Intervention, Behavior and Safety, Climate and Culture, Restorative approaches, MTSS, Behavior and Safety, Climate and Culture, SEL, Restorative approaches</p>	Administration Teachers	Jun 27, 2016	Aug 29, 2016	Not started
<p>✦ Introduce/Explain CHAMPS model to students, parents, and stakeholders</p> <p>Tags: MTSS, Intervention, Behavior and Safety, Climate and Culture, Restorative approaches, MTSS, Behavior and Safety, Climate and Culture, SEL, Restorative approaches</p>	Administration Teachers	Sep 6, 2016	Oct 4, 2016	Not started
<p>✦ Review discipline referrals</p> <p>Tags: MTSS, Intervention, Behavior and Safety, Climate and Culture, Restorative approaches, Behavior and Safety, Climate and Culture, SEL, Restorative approaches</p>	CHAMPS Team Administration	Sep 5, 2016	Jun 26, 2017	On-Track

## 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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students 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 supplant 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.

Issues and concerns of the Joseph Kellman School are covered during the PAC monthly meeting. The Principal/designee attends the monthly PAC sessions. In September, the PAC's focus is to receive training to help parents understand data relating to academic improvement and areas needing strengthening. All parents are given the opportunity for input. The principal/designee advises/discusses with parents what data, surveys, programs and directions for improvement that will impact all students. All meetings are open to the public. Recommendations are made to the LSC. The Joseph Kellman LSC then reviews the recommendations of the PAC. Decisions are made and recommendations forwarded to the principal who then presents the budget/plan to the LSC to vote upon.

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

Thursday September 29, 2016 was title one meeting and Wednesday, October 4, 2016 was the organizational meeting every second Tuesday of the month will be our annual PAC Meeting. Beginning in September, a meeting will be held, at a time convenient for parents, to inform parents of the NCLB title one program requirements and their right to participate. Monthly PAC meeting are held and the focus for the year is determined with supporting resources. There are other school wide meetings and trainings to support parents, supporting their children. All parents are notified via monthly calendar sent home, School Marqui information, reminder flyers, and automated calling system. All parents are invited to attend. There are other school wide meetings such as Community Nights offered by our partners, Illinois Action for Children and Turning the Page. The State of the School Address, Open House, and Report Card Pick all afford parents opportunities to receive valuable information.

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.

Beginning in September, a meeting will be held, at a time convenient for parents, to inform them of the NCLB title one program requirements and their right to participate. Monthly PAC meetings are held and the focus for the year is determined with supporting resources. The monthly agenda will focus on a review of program requirements and other training areas of focus. There are other schoolwide meetings and trainings to support parents, supporting their children. All parents are notified via monthly calendar sent home, School Marqui information and reminder flyers. Automated calling system is also utilized. All parents are invited to attend.

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.

The school will provide opportunities for parents to meet, formulate suggestions, and have discussions about their child's education. Parents can participate in PAC meetings, Family Community Nights, Family field trips sponsored by partners, attend LSC meetings, and complete parent surveys. Parents can address issues/concerns/suggestions with school administration, and LSC/PAC chair. Their suggestions will receive a response within one to two days. Parents will have an opportunity to take part in literacy, math, science, and technology workshops to learn how to enhance their child's education. Parents will have opportunities to participate in workshops with staff professionals, area consultants, as well as, outside consultants. The workshop focus will be to learn strategies they can use at home to engage both child/parent for success.

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.

Kellman School will provide parents with Illinois State Assessment Reports in reading, mathematics, science and writing. These reports will be distributed at parent conferences, and sent home in a packet explaining how to interpret the test results. Parent workshops will be available for further assistance in interpreting test results.

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.

Parents will receive "Not Highly Qualified" letters as to the status of their child's teacher at the beginning of the school year.

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.

The school will assist in the parent understanding of the states academic content standards, student academic achievement standards, state/local academic assessments, requirements of Title I Part A, how to monitor their child's progress, and how to work with educators by providing support through PAC/school parent workshops, sending home assessment data, curriculum meetings, providing website resources, and teacher conferences.

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.

Kellman School will provide information, resources, materials, and academic content training to assist parents in working with their children to improve academic achievement and to encourage increased parental involvement. This will be accomplished by allowing parents access to the computer lab (during scheduled times) to access educational websites, enhance their computer literacy skills and provide strategies for the immersion of technology within the home environment. The school's literacy coach, Technology Coordinator, and teachers will also provide workshops, strategies, and resources (throughout the school year). Parents will utilize these resources/strategies with their children to increase student achievement. Parental involvement will also increase through parent inclusion in student/school projects, tutoring opportunities, and field trip experiences.

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.

On-going Professional development will be provided to educate staff in the value of communicating/working with parents as equal partners in the education of their child. The staff will work, with all parents, to build strong, working ties. Some activities(recommended by staff, LSC and PAC) include Family Community Night, Family Bowling Night, Math Time Fun Day, Helping Your Child with Science Experiments Workshops, Family Fashion/Talent Show, Technology Night, Parent/Staff fun Nights, NWEA/PARCC information Evening, Wellness Fair, Mentoring Day(eighth graders), and fundraisers.

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.

We will coordinate and integrate parent programs/activities with our Headstart program to encourage and support parent full participation in their child's education. This will be accomplished by our parent volunteer/support program. Beginning in September, on-going Training workshops will be held: "What my child should know during/by the end of Headstart - age 3 and age 4 "-a Skills Checklist, "Preparing for Kindergarten-Checklist of Skills", "The Connection between Oral Reading and Writing", "I read to my Child" and field trip to Book Store for onsite book purchase and activities. Parents will also be given information concerning Summer academic support opportunities for Prek students.

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 relating to the school and parent programs, meetings, and other activities will be communicated by school calendar, parent handbook, school letter, flyer, teacher monthly newsletter, Robo calls, and school bulletins.

#### 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.)

Kellman School will create a stimulating, supportive and inquiry based learning environment for active literacy engagement, mathematics proficiency, academic achievement and world language for all students. The school will create an equitable and discovery based student environment, in which students will become meta-cognitive thinkers that embrace diversity, academic excellence, advances in technological skills and improve social skills through collaborative learning, professional development and parental support. The Joseph Kellman School strives to become a model of rigorous academic and technological advancement, thereby embracing state academic learning standards, enhancing the student's socio-emotional development and promoting world language acquisition to meet the demands of the new global marketplace. All students will be empowered to discover their own special genius through extensive collaboration amongst themselves, teachers, parents, community, and the world.



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.

There are several kinds of Parent/teachers conferences: (1) Daily Parent/Teacher Conferences will be held Monday-Friday, from 7 a.m.-7:45a.m., after 3:00 pm dismissal or during teacher prep periods(appt. only) (2) Mini parent conferences will be held on Report Card Pick-up days in November and April (3) Appointment based Parent conferences will be held, as requested, throughout the school year as well as after all Report Card Pickups. Parents may call the school/teacher or speak to teacher in person to request an appointment.

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 receive frequent reports about their child's progress on (1) the state assessment test(yearly) (2) local assessment tests(3X's per year) (3)School Progress Report (content area base-every 5 weeks) (4) Daily Written notes/phone calls (as necessary) whenever student grades are falling or work is not turned in. Parents will receive the written reports in the following manner: (1) local/state student assessment reports will be sent home within one day of receipt/availability (2)Progress reports will be sent home on the 5th,15th, 25th, and 35th weeks of school(3) Online Parent Portal.

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 parent/teacher consultation time in the following manner: before school conferences (7:20-7:45 am)in classroom, parent/teacher conference appointments(during teacher prep periods or after school)in classroom , phone calls (7:20-7:45am and after 3:00 pm dismissal), written letters-with request to respond, and personal emailing(provided by each teacher).

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.

Parents may volunteer, and/or observe classroom activities by contacting teacher/principal to: (1) schedule day(s) and time(s) they are available to assist, (2) discuss/plan with teacher ways to provide ongoing assistance in their child's classroom (3)Parents are invited and encouraged to participate and in all classroom/school wide activities and projects.

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 child's learning by monitoring: monitoring attendance, monitoring content grades weekly, the completion of assignments/homework, checking/responding to agenda book assignments, teacher newsletters, school bulletins/letters/newsletters. Parents will review Parent Portal, NWEA, mClass, teacher made assessment data to support student learning. Parents can utilize web based programs in the home/library, as well as, participate in field trips, and provide learning opportunities at home by utilizing school/community resources.

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

Parents will participate in decisions relating to the education of their child via parent-teacher conferences, Parent Portal, certified letters, letter sent home w/child, open house, workshops, family learning nights, remediation plans, CPS-5th week progress notes, 2 week teacher progress notes, phone calls, Promotion Policy meetings, and NWEA goal setting meetings.

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 responsibility for improved student achievement by utilizing strategies for organization and HS preparation, agenda handbooks, SEL strategies, and personal attendance self monitoring. Students will also share this responsibility by being prepared for all classes as well as monitoring their grades, exhibiting positive attitude toward themselves and others, asking questions that lead to their own learning, developing technological skills that will prepare them for the global market place, extending their learning beyond the classroom setting, and making connections between school, self and the world.

**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.

Our goal at Kellman School is to have at least 70% of parents signed up with parent portal. Parents will engage in activities that provide them with ON Track Metric knowledge to improve student achievement. Parents will participate with Turning the Page Family Community Nights on a every other month basis. Topics include Health and wellness, The Importance of Attendance, and SEL and you and your child resources, and How to read your child's data, Author Night for grades Pre-K-8th, and Math, Literacy, and Science Night.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00

53405	<b>Supplies</b> 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.	\$	300	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	300	.00
54125	<b>Consultants</b> 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)	\$	1318	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	500	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	<b>Reimbursements</b> 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	<b>Postage</b> Must be used for parent involvement programs only.	\$	0	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	0	.00
55005	<b>Furniture and Equipment</b> 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 be used only by parents.	\$	0	.00