



2012-2014 Continuous Improvement Work Plan

Kate S Kellogg Elementary School

Rock Island Elementary Network
9241 S Leavitt St Chicago, IL 60620
ISBE ID: 150162990252293
School ID: 610016
Oracle ID: 23971



Mission Statement

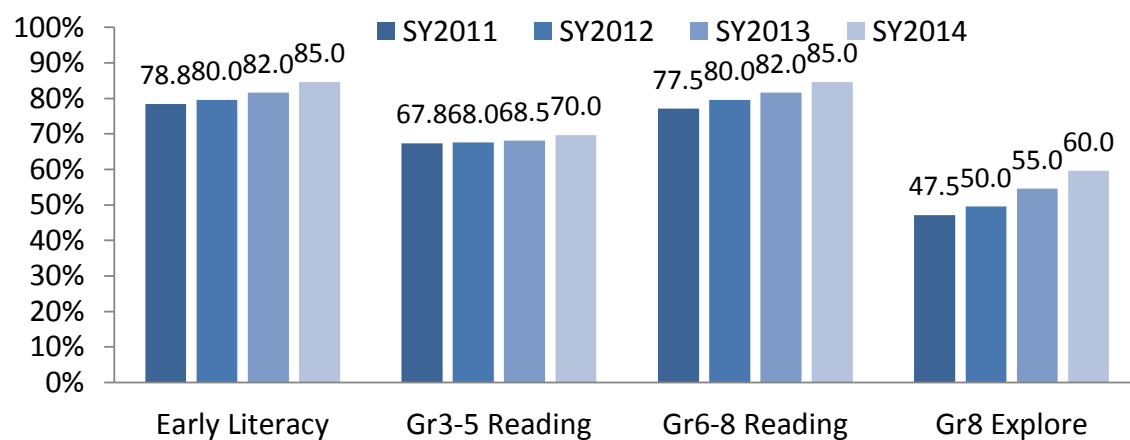
At Kellogg School, we are preparing all children to be successful leaders and learners with a solid foundation of skills and knowledge. We want to create an equitable, inclusive, collaborative and safe learning environment that is built on strong family and community partnerships, where all children will thrive. We believe that a diversified education is critical in laying a solid foundation for international mindedness and life-long learning. We expect all students to graduate college and career ready for their futures.

Strategic Priorities

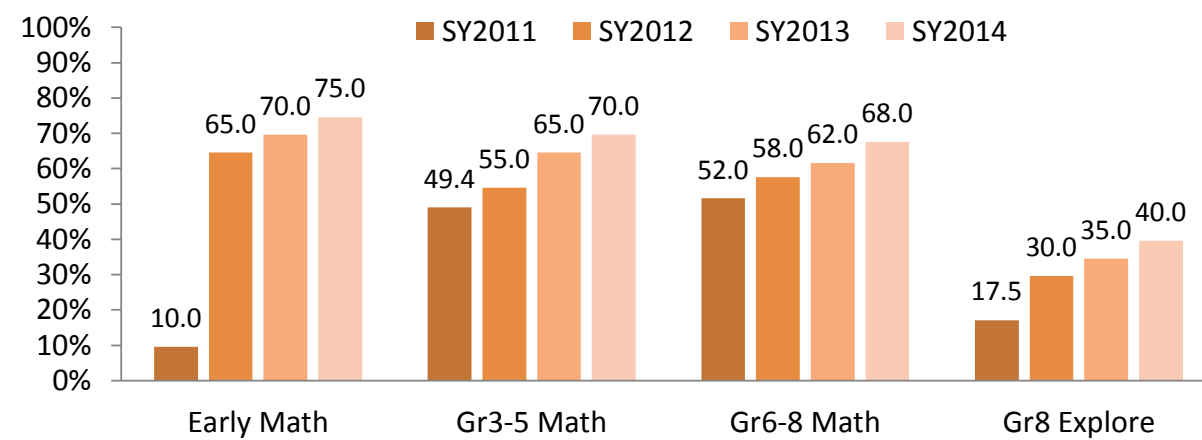
1. Through the use of Bloom's Revised Taxonomy and improved instructional practice we will increase Reading Scores to the 90th Percentile on the ISAT
2. Professional development for the staff on increasing complexity of tasks assigned to math classes should lead to an increase in Math Scores to the 90th percentile on the ISAT
3. We will examine data around the Science MAP scores and continue to increase the use of inquiry modules for instruction at each grade level next year in order to move our students to the 87.5 percentile on the ISAT science exam.
4. Increase parent involvement in their child's education through parent and guardian evening events.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Kate S Kellogg Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Albert M. Chaps	Principal
Victor P. Moore	Assistant Principal
Toni Lee	Parent/ Guardian
Lisa Myles	LSC Member
Stayce Rhodes	Classroom Teacher
Jenny Houtsma	Lead/ Resource Teacher
Meg Rooney	Counselor/Case Manager
Yoko Wimby	Classroom Teacher
Darnella Wesley	Assessment/Data Faculty
Stephanie Hagins	Special Education Faculty
Linda Roche	Special Education Faculty
Dana Levinson	Parent/ Guardian



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	78.8	80.0	82.0	85.0		Early Math % of students at Benchmark on mClass	10.0	65.0	70.0	75.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	67.8	68.0	68.5	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	49.4	55.0	65.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	65.5	66.5	67.5	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	65.5	66.5	68.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	77.5	80.0	82.0	85.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	52.0	58.0	62.0	68.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	64.7	66.0	68.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.0	55.0	58.0	62.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	47.5	50.0	55.0	60.0		Explore - Math % of students at college readiness benchmark	17.5	30.0	35.0	40.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.3	97.0	97.2	97.5					
					Misconducts Rate of Misconducts (any) per 100	12.0	10.0	8.0	6.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	86.1	90.0	90.5	91.0		ISAT - Reading % of students exceeding state standards	30.9	33.0	35.0	40.0
ISAT - Mathematics % of students meeting or exceeding state standards	87.6	90.0	91.0	92.0		ISAT - Mathematics % of students exceeding state standards	24.2	28.0	32.0	34.0
ISAT - Science % of students meeting or exceeding state standards	82.8	88.0	90.0	92.0		ISAT - Science % of students exceeding state standards	25.0	28.0	30.0	32.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The Instructional Leadership Team has utilized the Performance Policy Calculator to determine the necessary growth needed on the ISAT to move Kellogg School back to Level 1. These goals have been communicated to the staff and parents at grade level and LSC meetings.</p> <p>The ILT constructed a Theory of Action Plan which states SMART goals based on data to improve instruction. The ILT meets twice monthly to monitor data and review our goals.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The professional development calendar is submitted to CPS in the spring addressing systemwide and local school needs. The ILT determines the local school areas for development during their meetings. Principal attends all weekly team meetings and shares best practices through disseminating useful techniques from the Marshall Memos. Teachers review and discuss data at afterschool data sessions and use this to target individual instruction. Students in upper grades participate in career awareness activities throughout the year. Counselor and IB coordinator hold parent meetings to review the paths to successful selective enrollment high schools. Data is provided showing parents the necessary attributes for success.</p> <p>Primary teachers provide parent information nights on success on the MAP benchmark testing program and ways for them to increase student support at home.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> A core group of teachers performs nearly all leadership duties in the school. A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer Each teacher has equity of voice in grade/course, ILT and whole staff meetings Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers participate in team meetings weekly. There is a strong Instructional Leadership Team which has representatives from all divisions and settings. The Rtl Team is headed by the assistant principal and meets monthly to report out to the faculty. Teachers serve on many committees from Science Fair to Black History Month. Teachers are sent out for Professional Development and report back to the faculty. Teachers collaborate with Sutherland School concerning LEAD 21 reading and MAP Data Driven Instruction. Teachers also serve on the LSC and represent the teachers in the CTU. A social committee rotates leadership yearly and is responsible for informal faculty get-togethers which build collegiality. Teachers meet every other week for breakfast treats. Teachers who have successfully completed National Board Certification are providing support to the two teachers seeking certification this year.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT contains members from every important stakeholder group in the school. The IB Coordinator, Case Manager, Special Education and General Education teachers each represent their area of expertise and freely share their opinions in a professional environment. The leaders from these groups share out and seek input when meeting with their colleagues.</p> <p>Review of data occurs frequently and leads to discussion of the professional development calendar. Teachers and coordinators share observed best practices with the team in order to build capacity school-wide.</p> <p>Review of the School Effectiveness Framework pinpoints areas for concentration on planning by the team. These concerns are revisited at the meetings and progress or lack thereof is discussed.</p>	
Monitoring and adjusting			4
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The administrative team and Instructional Leadership Team meet to review data biweekly. Team meetings are utilized for data review and revised course of action changes based on the reviews. Teachers maintain and review individual classroom binders containing MAP data, Study Island data, Rtl data and Gradebook records.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Teachers construct quarterly curriculum maps aligned to deficit areas on the Item Analysis portion of the ISAT results. Then lesson plans are monitored by the administrative team to make sure that the plans are aligned with the maps. This ensures that all weak areas are covered and that strong areas are not covered excessively. The reading series is differentiated and aligned with Common Core. The teachers are reviewing Math series for purchase of one that is more challenging for our students and meets the Common Core Standards. Teachers use the MAP results for grouping for instruction and the Descartes component provides them with guidance in planning their lessons to address the CCSS.</p>	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Lead 21 provides differentiated instruction for Grades K-5 with an accelerated learning curve that brings strategic and intensive needs students to grade level within the academic year. The school is currently using Saxon math, but are purchasing a new K-5 math series that aligns with the Common Core. Wilson Reading is used for special education classes. Study Island is aligned with the CCSS and is utilized in grades 2-8. Upper grade students are exposed to STEM practices in the Synergistic Lab.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			4
<ul style="list-style-type: none"> School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>MAPS provides teachers with specific measurable indicators of student success in math, reading and science at grade levels K-8. Teacher made assessments are utilized for specific skill assessment. Special education teachers and gen. ed. teachers utilize running records to determine students' targeted areas. Writing assessments are reviewed by the administrative team every other week. The RtI team meets to discuss student Tier placement and reviews successful interventions. Rubrics are discussed prior to assignments and are then posted and displayed alongside student work.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			4
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>The instruction was tied to curriculum maps that targeted deficit areas in state standards. This data-driven, differentiated instruction was partnered with the simultaneous use of Bloom's Revised Taxonomy. Teachers were charged with increasing the complexity of the tasks students were required to complete. Students who struggle have a wealth of resources available to them in our RtI program for intensive Tier 2 or Tier 3 interventions. All of the areas of focus are designed to create inquisitive, critical thinkers, who can analyze information and be able to solve problems. (College and Career ready).</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			4
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>We have in place a modified block schedule that allows for intensive Tier 1 instruction. Teachers have adequate time to provide various forms of differentiation within their classrooms. Our entire staff is available for interventions at one time or another. We have also built into the schedule additional time for teachers to work with their own students who require additional small group instruction. We base our decisions on several progress monitoring tools. We use NWEA data to drive Tier 1 instruction with Tier 2 supports. We also employ CBA (Curriculum Based Assessments) as an additional progress monitoring tool for those students receiving Tier 2 and Tier 3 interventions.</p>	
Whole staff professional development ----->			3
<div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em; padding-right: 5px;">Professional Learning</div> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Our plan is two-fold. One, we will continue to train on the use of SMARTBoards. We now have some teachers who are able to share their knowledge of the SMARTBoard with the staff. Two, we will look to purchase additional technologies (ie. iPads, Macs and software for the SMARTBoards) to increase the level of technology integration in the school.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers create curriculum maps per quarter and then align their lesson plans with them. These are monitored by the administrative team. Teachers meet weekly with the administrative team for planning and collaboration. A template which guides discussion around data is completed and turned in after the meeting. Special education consultative planning occurs and is recorded during the weekly team meetings. Regular discussion of selected articles from the Marshall Memos are distributed and discussed. Reports from network workshops and presentations are shared out.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>One of the things that we are looking forward to making a regular part of our instructional coaching plan is embedding time in the schedule for classroom visitations. We have several teachers who are NBCT. We want to make their techniques available to the entire staff through discussions and feedback mechanisms that are focused on what works. We will use data to inform out decisions about areas for individual growth.</p> <p>In light of the new evaluation methods we are excited about the conversations that will follow classroom observations. The purpose of those conversations will be to foster reflection. Asking the right types of questions will stimulate the correct type of self-reflection that fosters growth.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>We are developing more ways to direct our students thoughts towards college and career. We will bring in outside resources to share what it takes to be successful in both college and career. We will build on our alumni theme used this year to grow Career Day. One of the advantages we have is being an IB school. Our Middle Years Programme is the perfect vehicle for developing that broad vision that includes college and career. We are thinking of "Internships" as a way to build community relationships and raise awareness of the many paths to college and career.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Our school is relatively small and therefore easier to build those types of relationships that are respectful and long lasting. We have essentially one classroom at each grade level. That means that many of our students go through ES in the same class the entire time. This allows families to get to know each other well. The fact that our PTA is so strong and active also promotes this sense of community. Our staff contributes to the sense of family too because they share the school's responsibilities equitably. We get no complaints when it is someone else's turn to sponsor an event or supervise an activity.</p>	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>All students are informed of and aware of Kellogg's expectations for student behavior. Students receive warnings prior to the loss of recess or an after school detention held weekly. More serious consequences for behavior are addressed through the Code of Conduct. The assistant principal practices Restorative Justice to mitigate students that are not getting along. The counselor works with students that have issues relating successfully with their peers. Incidents of serious behavior issues have decreased.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Principal hosted an informational evening for parents where school performance data was discussed in detail. Primary teachers presented a MAP interpretation data night for parents. LSC meetings have powerpoint presentations on ISAT results and MAP results. Student goal setting worksheets and the individual results are sent home following each MAP testing period. Options for Knowledge information and charter school information is regularly posted in the school newspaper for parents to access information.</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers phone staff on an ongoing basis throughout the year. The assistant principal emails parents weekly about upcoming events. He also provides all parents with PIN numbers to access student reports in Gradebook. Weekly mailings to parents are sent home every Thursday in a yellow envelope so that parents are apprised of school events. Study Island is utilized at home and parents are able to work with their child in supporting teacher determined</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>School hosts Family Reading Night, Family Game Night, Family Movie Night, Math Night, Science Night, Father-Daughter Dance, IB information evening, High School Prep. Night. High School Information Fair (which is open to the community). We invite parents to a Black History, Holiday and International Music assemblies at night. Teachers dismiss students and meet with parents at the end of the day. Principal and assistant principal maintain an open door policy. Parents frequently comment on the openness of the staff and new staff members note how the welcoming the school is to them.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>The case manager works with the SSA to reach out to all students requiring services through the school. The Students in Transitional Living Coordinator meets regularly with those identified students to provide services. DCFS is notified of any child requiring intervention from that agency.</p>	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>This is part of the software program that students utilize to determine career preferences based on their individualized personality assessments.</p>	
Academic Planning ----->			4	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Goals for entrance into selective enrollment high schools are established throughout the students academic career. The International Baccalaureate programme provides the academic rigor necessary for high school and college readiness. Forty percent of Kellogg's eighth graders were accepted into selective enrollment high schools this year.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>We are CPS leader in the After School All Stars program. Kellogg targeted EWI students and ensured their involvement in the program. Students in the C3 Environment Club have been recognized by the city for their outstanding efforts.</p>		

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Teachers administer career preference software and instructional materials to ascertain where student future job preferences lie and use these to facilitate career discussions. Bulletin boards post where Kellogg students have matriculated. Staff and students participate in wear the college of your choice or attended day.</p>	
	College & Career Admissions and Affordability ----->			
<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 			
Transitions ----->			3	
<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>An ice cream social is hosted by the kindergarten teacher each spring to introduce new families and students to the kindergarten program at Kellogg School. Parent meetings are held for IB programme requirements and 8th grade parents meet with the counselor and teachers to discuss proficiency for high schools. Teachers dialog about individual students and their transition between grade levels at team meetings.</p>		

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Kellogg receives minimum funding and so use of funds must be strategic. The SIPAAA committee has determined that the critical use of funding must be applied to purchase positions to lower class size and improve student-teacher ratios. We are going to be the recipients of a sizable amount of money that was bequested to the school for it's reputation in the local community. We receive donations from our families regularly. The PTA works with the school to improve technology through Smartboard purchases.</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Staff openings are posted listing all necessary qualifications to ensure high quality candidates. The hiring committee is chosen based on experience and connection to the position being filled. Questionnaires are approved prior to the committee beginning the interview process. The initial interviews weed out the weaker candidates and narrow the pool. The final interviews are comprised of scenarios that the position may address and how the candidate would resolve them. Probing questioning that narrows down the candidates response is employed to ensure that the candidate does possess the necessary skill set for the position.</p>	
Use of Time ----->			4	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Scheduling allows for Options classes to be taught to middle grade and upper students in one year advanced classes in math and reading . This allows for a pipeline to Algebra and English I. Team meetings are scheduled weekly for divisions to get together and review data and plan instruction. A schedule has been divided where all teachers provide periods for Rtl assistance for struggling students.</p> <p>Early morning Language Arts block allows for walking</p>	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

At Kellogg School, we are preparing all children to be successful leaders and learners with a solid foundation of skills and knowledge. We want to create an equitable, inclusive, collaborative and safe learning environment that is built on strong family and community partnerships, where all children will thrive. We believe that a diversified education is critical in laying a solid foundation for international mindedness and life-long learning. We expect all students to graduate college and career ready for their futures.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Through the use of Bloom's Revised Taxonomy and improved instructional practice we will increase Reading Scores to the 90th Percentile on the ISAT	Teachers ability to move their questioning from Recall and Understanding to Evaluating and Creating should improve metacognitive thinking leading to mastery of the Common Core State Standards and an increase in the ISAT Exceeds category.
2	Professional development for the staff on increasing complexity of tasks assigned to math classes should lead to an increase in Math Scores to the 90th percentile on the ISAT	Staff Development will result in more involved planning and differentiation leading to an increase of students' authentic work and a decrease in teacher talk during math lessons.
3	We will examine data around the Science MAP scores and continue to increase the use of inquiry modules for instruction at each grade level next year in order to move our students to the 87.5 percentile on the ISAT science exam.	If we examine ISAT and MAP analysis of science scores and embed instruction of deficit areas in our science curriculum maps, we should observe targeted instruction addressing our students' needs and increasing success on the Science portion of the ISAT.
4	Increase parent involvement in their child's education through parent and guardian evening events.	If we provide instructional workshops to parents on how to utilize MAP data and how to prepare for science fair and engage their children in Study Island, then we should have more instructional support for our students which should result in them moving more students from meets to exceeds.
5	Optional	

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Through the use of Bloom's Revised Taxonomy and improved instructional practice we will increase Reading Scores to the 90th Percentile on the ISAT	Teachers ability to move their questioning from Recall and Understanding to Evaluating and Creating should improve metacognitive thinking leading to mastery of the Common Core State Standards and an increase in the ISAT Exceeds category.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will differentiate instruction based on MAP RIT bands.	Instruction	All	Teachers	Quarter 1	Quarter 4		Teachers will utilize MAP data to differentiate reading groups and create options classes.
Utilize LEAD 21 in grades K-5	Instructional Materials	All	Teachers	Quarter 1	Quarter 4		Teachers will assign students to either intensive, strategic, benchmark or advanced reading groups for guided reading instruction.
Provide Options classes in grades 5-8	Instruction	Other student group	Teachers	Quarter 1	Quarter 4		Students will be instructed one year ahead based on their MAP and ISAT scores.
Provide classroom sets of Ipads	Instructional Materials	All	Administration	Quarter 1	On-going		Teachers will utilize Ipads to access instructional materials available on the internet.
Provide professional development in literacy	ILT/ Teacher Teams	Not Applicable	Administration	On-going	Quarter 4		Principal will collaborate with other network principals to provide shared PD to staff on improving literacy instruction.
Teachers will utilize CCSS to increase rigor and depth in instruction	Instruction	All	Teachers	Quarter 1	Quarter 4		Teachers will create instructional units based on unpacking of the Common Core State Standards
Teachers will be observed using the Danielson Framework for Teaching.	Instruction	All	Administration	Quarter 1	Quarter 4		Teachers will familiarize themselves with the new observation domains and work towards becoming distinguished in their craft.
Teachers will become familiar with and incorporate the CPS Literacy Content Framework in their lesson planning	Instruction	All	Teachers	Quarter 1	Quarter 1		Professional development will inform the teachers about the instructional shift with Literacy Content Framework in utilizing the CCSS
Instructional Leadership Team will review data and disseminate information to staff.	ILT/ Teacher Teams	All	ILT	On-going	On-going		Teacher Leaders from summer program will serve on ILT for coming school year to build capacity of faculty and staff.



Strategic Priority 1

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Professional development for the staff on increasing complexity of tasks assigned to math classes should lead to an increase in Math Scores to the 90th percentile on the ISAT	Staff Development will result in more involved planning and differentiation leading to an increase of students' authentic work and a decrease in teacher talk during math lessons.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Introduction of new math series K-5 aligned with Common Core	Instructional Materials	All	Principal and teachers	Quarter 1	Quarter 4		School will purchase Go Math for next school year.
Professional Development on differentiating with the new series	ILT/ Teacher Teams	All	Maria Guerrero	Summer 2012	Summer 2012		Publishing representative will provide inservice on how to differentiate with new series.
Teachers attend outside professional development on math instruction using smartboard technology	Other	All	Principal and teachers	On-going	Quarter 4		Money will be set aside for PD. Teachers will present at faculty meetings and inservice days.
Provide Options classes in grades 5-8	Instruction	Other student group	Teachers	Quarter 1	Quarter 4		Students will be instructed one year ahead based on their MAP and ISAT scores.
Teachers will utilize CCSS to increase rigor and depth in instruction	Instruction	All	Teachers	Quarter 1	Quarter 4		Teachers will create instructional units based on unpacking of the Common Core State Standards
Teachers will be observed using the Danielson Framework for Teaching.	Instruction	All	Administration	Quarter 1	Quarter 4		Teachers will familiarize themselves with the new observation domains and work towards becoming distinguished in their craft.
The Math Bridge Plan will be used to shift students from the ILS to the Common Core State Standards	ILT/ Teacher Teams	All	ILT and Math teachers	Quarter 1	Quarter 1		The instructional Shift for moving to the CCSS has been delineated in the Math Bridge Plan.
Purchase of new Math series to replace Saxon	Instructional Materials	All	K-5 teachers	Quarter 1	Quarter 4		Saxon math is not rigorous enough for the CCSS and we will purchase a series that is aligned to the CCSS.
Instructional Leadership Team will review data and disseminate information to staff.	ILT/ Teacher Teams	All	ILT	On-going	On-going		Teacher Leaders from summer program will serve on ILT for coming school year to build capacity of faculty and staff.



Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
We will examine data around the Science MAP scores and continue to increase the use of inquiry modules for instruction at each grade level next year in order to move our students to the 87.5 percentile on the ISAT science exam.	If we examine ISAT and MAP analysis of science scores and embed instruction of deficit areas in our science curriculum maps, we should observe targeted instruction addressing our students' needs and increasing success on the Science portion of the ISAT.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase of Delta Inquiry Modules per grade level so that each grade completes two modules per year.	Instructional Materials	All	Principal	Summer 2012	Quarter 1		The use of FOSS and Delta modules will increase scientific inquiry and foster student acquisition of science skills at all grade levels.
Teachers will attend professional development	ILT/ Teacher Teams	All	Teachers	On-going	On-going		Teachers will identify areas of need based on Danielson's Framework for Teaching and pursue PD to address them.
Upper Grades will host Science Fair planning night for parents	Parental Involvement	All	Upper grade science committee	Quarter 1	Quarter 2		Increasing parents knowledge of science fair expectations will lead to quality submissions and collaboration between the home and school.
Teachers will compare CPS Science Scope and Sequence with expected science CCSS and align modules of inquiry to address grade level needs.	ILT/ Teacher Teams	All	Science Teachers	Summer 2012	Quarter 1		Alignment will occur throughout the first days of school and the first quarter.
STEM Synergistic Lab will be available for 7th and 8th grade students to increase Science, Technology, Engineering and Math skills and to make students aware of educational attainment levels for college and career readiness.	Instruction	Other student group	STEM instructor	Quarter 1	Quarter 4		Students will cycle through the modules and participate in design cycles to increase their skills in STEM. Upgrade of computer components may be necessary.



Strategic Priority 3



Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase parent involvement in their child's education through parent and guardian evening events.	If we provide instructional workshops to parents on how to utilize MAP data and how to prepare for science fair and engage their children in Study Island, then we should have more instructional support for our students which should result in them moving more students from meets to exceeds.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Parents will be invited to overviews of MAP testing and how to read their child's goal setting sheets and assist them in support for increased	Parental Involvement	All	Teacher teams	Quarter 1	Quarter 1		Parent surveys will be distributed to see if further involvement evenings are necessary.
Science teachers will host a night for parents to learn how to support their child in the creation of their experiment for the science fair.	Parental Involvement	All	Science Teachers	Quarter 1	Quarter 2		Parent surveys will be distributed to see if further involvement evenings are necessary.
Parents of students in the International Baccalaureate Middle Years Programme will receive information on how to support their child with the academic rigor that the program entails.	Parental Involvement	Other student group	IB Coordinator and teachers	Quarter 1	Quarter 4		Data will be shown on how students successively achieve enrollment in CPS Selective High Schools and IB High Schools. Parents will learn how to make their child College and Career Ready.
Parents will be invited to attend Math and Reading Nights for information on how to increase support for achievement in these two curricular areas. Common Core will be addressed.	Parental Involvement	All	Teacher teams	Quarter 2	Quarter 3		Parents will learn about Math games that they can utilize at home to increase math knowledge. They will learn various techniques to model reading strategies for their children.
CIWP Committee will monitor progress of the plan during the school year at regular committee meetings	LSC/ PAC/ PTA	Not Applicable	CIWP Committee	Quarter 1	Quarter 4		Committee will report to LSC on progress being made with advancement of the CIWP



Strategic Priority 4

