



2012-2014 Continuous Improvement Work Plan

Joyce Kilmer Elementary School

Ravenswood-Ridge Elementary Network

6700 N Greenview Ave Chicago, IL 60626

ISBE ID: 150162990252296

School ID: 610022

Oracle ID: 24021



Mission Statement

Joyce Kilmer will develop an educational program that supports all learners. It is the mission of Joyce Kilmer Elementary to produce confident, reflective and proactive students that are capable of being advanced critical thinkers, expressive writers and avid readers that value their voice in a diverse community.

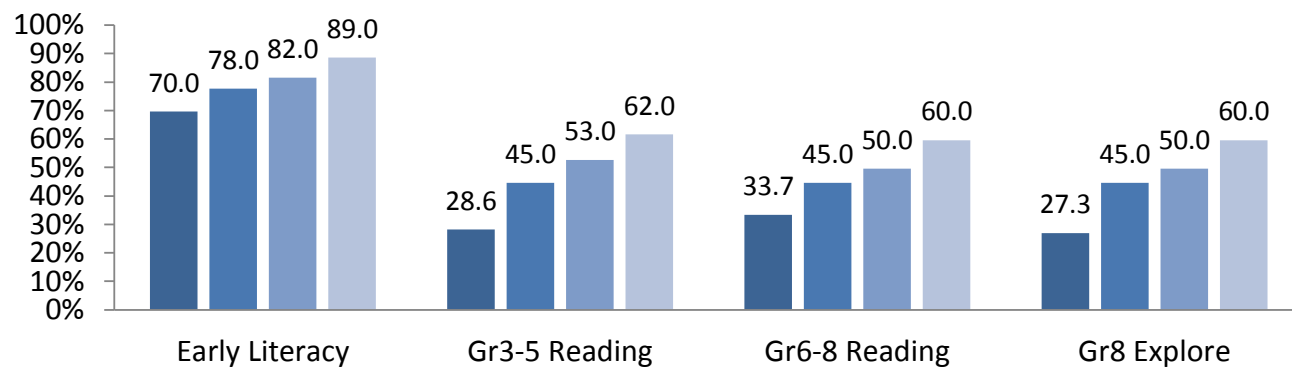
Strategic Priorities

1. To develop an uniformed instructional framework that will support higher order thinking, student to student discourse, student to teacher discourse and continual progress monitoring
2. To develop a schoolwide culture based on positive reinforcement, transparency, professional accountability
3. To provide equitable support to the English Language Learners in efforts to close the achievemengap

School Performance Goals

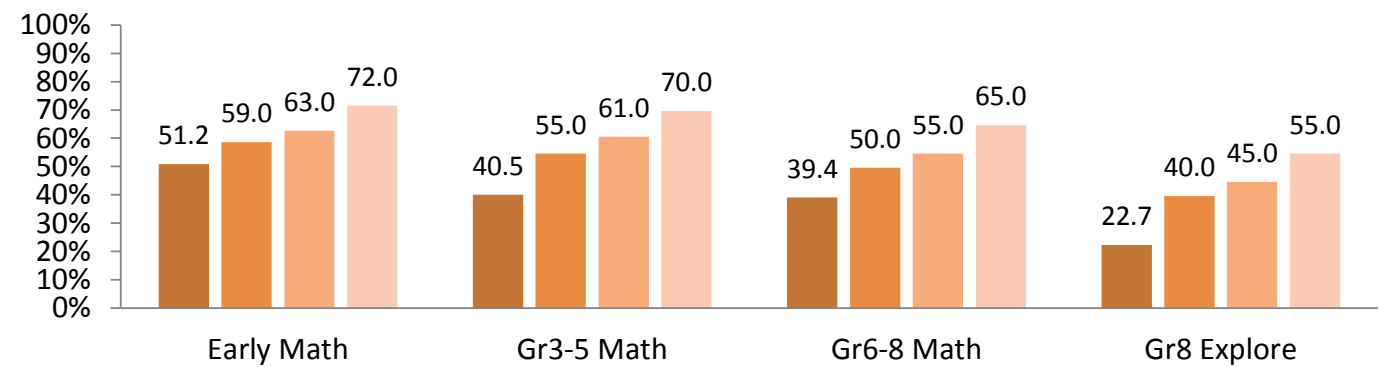
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Joyce Kilmer 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
Lawrence White	Principal
Shari Kahn	Classroom Teacher
Bonnie Goldenberg	Classroom Teacher
Kellie McCue	Classroom Teacher
Cleosemie Lizkourzs	Classroom Teacher
Olga Salas	Classroom Teacher
Zanna Qadir	Classroom Teacher
Antonio Rivera	Classroom Teacher
Norma I Cortez	Principal
Natasha Gaines-Jones	Classroom Teacher



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	70.0	78.0	82.0	89.0		Early Math % of students at Benchmark on mClass	51.2	59.0	63.0	72.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.6	45.0	53.0	62.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	40.5	55.0	61.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.4	65.0	70.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.2	70.0	75.0	79.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.7	45.0	50.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	39.4	50.0	55.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.8	65.0	69.0	72.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.8	65.0	69.0	72.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	27.3	45.0	50.0	60.0		Explore - Math % of students at college readiness benchmark	22.7	40.0	45.0	55.0



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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	96.0	98.0	98.5	98.8					
					Misconducts Rate of Misconducts (any) per 100	15.6	8.0	6.0	3.0

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	63.8	73.0	77.0	82.0		ISAT - Reading % of students exceeding state standards	15.0	25.0	29.0	34.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.1	84.0	87.0	91.0		ISAT - Mathematics % of students exceeding state standards	22.8	30.0	34.0	40.0
ISAT - Science % of students meeting or exceeding state standards	64.4	75.0	78.0	82.0		ISAT - Science % of students exceeding state standards	20.0	28.0	30.0	36.0

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 1: Leadership	Goals and theory of action ----->			
	<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. 	The school needs to establish grade to grade goals that are clear and measurable	2
DIMENSION 1: Leadership	Principal Leadership ----->			
	<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. 	2-Open House, ISAT prep night, Bilingual Advisory Committee, communications sent home, monthly calendars with upcoming events, staff development without follow up	1

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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>ILT team, Bilingual lead, CIWP team, union rep, grade-level chairpersons, CTPF rep, several teachers write grants, several teachers organize school wide events, several teachers serve as consulting teachers.</p> <p>Need: create PPAC, curriculum and data team, grant writing team, require involvement and participation by 100% of the staff on a minimum of 1 committee</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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>2-ILT is made up of Prek-2 rep, 3-5 rep, 6-8 rep, bilingual, special ed reps, Principal, guidance counselor ILT has begun to look at data to drive staff development.</p>	2
Monitoring and adjusting ----->			
<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>Some teachers analyze data to drive instruction</p>	1

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			1
	<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>K-6 uses Story Town for Language Arts K-3 uses Everyday Math No verticle alignment Common core training is needed</p> <p>7th-8th grade uses Houtin Mifflin for Language Arts, 7th/8th grade uses McDougal for Social Studies, 7th/8th uses Prentis Hall for math Additional Everyday Math training is needed. Develop pacing chart for each grade level per quarter</p>	
	Instructional materials ----->			1
	<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>No Social Studies or Science curriculum that is aligned vertically Special Ed Teaching/resource materials are needed (intervention kit) Develop pacing charts for each grade level per quarter common core training is needed for all teachers No verticle alignment minimal book room for DI also for spec. ed Classroom libraries are small Library needs new and relevant books</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 ----->			2
<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>2-Grades K-2 use dibbels assessments in Reading and Math Grades 3-8 use scantron as assessments in Reading and Math Grades K-6 use Harcourt Story Town Theme Tests and weekly tests Grades K-3 use Everyday Math Assessments Teacher created assessment are used</p> <p>Not enough data driven instruction No data analysis training/modeling Non-district wide assessments are not always consistent among all grade levels Data analysis training and planning instruction based on students deficit (DI)</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<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>Some teachers list objectives on the board some teachers teach only whole group Some teachers teach small groups elicit questioning based on Bloom's Taxonomy-asking higher order thinking questions Elicit questioning based on Bloom's Taxonomy -asking higher order thinking questions</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			1
	<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>No RTI Team No RTI Training-it is needed No RTI Plan</p>	
	Whole staff professional development ----->			2
	<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>No follow through on PD-Writing , PBIS, Guided Reading No support after training</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			1
	<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>2-Teachers meet weekly to discuss planning, sharing best practices, and discussing classroom data.</p> <p>More common prep time is needed with Spec. ed and bilingual support as well as special teachers</p> <p>More verticle communication is necessary</p>	
	Instructional coaching ----->			1
	<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>On paper we have 3 coaches, but we have had minimal coaching</p> <p>No follow through</p> <p>No formal support for new teachers</p> <p>No feed back/support</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			1
	<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>2-As of January the 3rd Friday of the month is college day. Staff members wear college gear to promote the idea of going to college.</p> <p>Need partnerships with local colleges and universities</p> <p>Students take the Explorer test</p>	
	Relationships ----->			2
	<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>Mainstreaming of students into lunchroom, specials, after school sports, SES, ASAS</p> <p>Hispanic Heritage/African American History/Holidays around the World programs-we need more cultural awareness across all cultures</p>	
Behavior & Safety ----->			1	
	<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>There is no school wide plan and there is no follow through</p> <p>There is no uniformity</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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. 	ISAT night, open house, parent room with computer and printer, benchmark grades send home promotion policies for parent signature Need to bring back family Reading night, Science night No follow through with school policies and procedures Need to have inservice to show parents how to log onto/use the parental portal	
	Ongoing communication ----->			2
	<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. 	2-Monthly calendar goes home. Primary teachers send home weekly newsletters	
Bonding ----->			2	
	<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. 	Awards Assembly Hispanic Heritage, African American History, and Holiday Assemblies Bilingual Advisory Committee Need to bring back Reading Night, Science night, family events, etc.	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<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. 	<ul style="list-style-type: none"> Tutor for students from Nepal 3 days per week C-4 Grant Logan Square Grant Living Waters Church Tutoring program 	
	College & Career Exploration and election ----->			1
	<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. 	<ul style="list-style-type: none"> Job fair is needed Guest speakers are needed (jobs/careers in the arts) Need partnerships/field trips to local businesses, trade schools, colleges 	
Academic Planning ----->			1	
<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. 	<ul style="list-style-type: none"> Visit local businesses/trade schools Have high school students come and speak about their current programs (students from IB programs, ROTC, etc.) 		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	<ul style="list-style-type: none"> SES, ASAS, after school sports, Drama, Student Gov't, dance, Sewing, Art, horticulture, chess, and book clubs 		

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 ----->			2
	<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. 	Students take Explorer Test	
	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. 	N/A	
	Transitions ----->			2
	<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>Pre-K has transitional conferences with parents and students that will be going into Kdg.</p> <p>Pre-K also provides resources for their parents and students</p> <p>Need more verticle communication between benchmark and non-benchmark grades</p> <p>Lists of Summer specific skills that need to be mastered and praticted before entry to the next grade</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	<i>Use of Discretionary Resources</i> ----->			2
	<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. 	Partnership with Lifeline Theatre Partnership with C-4 21st Century Grant Community Schools grant(parent volunteers)	
	<i>Building a Team</i> ----->			2
	<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. 	Hiring is done mostly by administration and a small committee	
<i>Use of Time</i> ----->			2	
<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. 	2-Common planning time for teachers at least 1 period per week. Intervention for struggling students happens at the discretion on the teacher		

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

Joyce Kilmer will develop an educational program that supports all learners. It is the mission of Joyce Kilmer Elementary to produce confident, reflective and proactive students that are capable of being advanced critical thinkers, expressive writers and avid readers that value their voice in a diverse community.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	To develop an uniformed instructional framework that will support higher order thinking, student to student discourse, student to teacher discourse and continual progress monitoring	A uniformed instructional frame will provide continuity in the classrooms and allow for scaffold instruction that aligns with CCSS
2	To develop a schoolwide culture based on positive reinforcement, transparency, professional accountability	Clear expectations and professional discourse is necessary for creating the environment of excellence needed to transform Kilmer into a viable educational organization
3	To provide equitable support to the English Language Learners in efforts to close the achievemem gap	Providing equitable support will improve the overall success of Kilmer and enable all students to excell to their maximum potential
4		
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
To develop an uniformed instructional framework that will support higher order thinking, student to student discourse, student to teacher discourse and continual progress monitoring	A uniformed instructional frame will provide continuity in the classrooms and allow for scaffold instruction that aligns with CCSS

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create professional development to introduce the instructional framework and models of its use	Professional Development	All	ILT	Summer 2012	Quarter 1		
Introduce schoolwide lesson plan template	Professional Development	All	ILT	Summer 2012	Summer 2012		
Provide professional staff with planning techniques and resources to impliment ELA and Math CCSS	Professional Development	All	ILT	Summer 2012	On-going		
Review progress monitoring tools and materials in order to illustrate the medthods of administration and result analysis	Instruction	All	ILT/Teacher Groups	Summer 2012	Summer 2012		
Create professional learning communities that will focus on pedigogy and reseach based materials that support the Kilmer mission	ILT/ Teacher Teams	Not Applicable	ILT/Teacher Groups	Quarter 1	On-going		
Conduct internal rounds to observe the instructional practices of colleagues	Instruction	Not Applicable	ILT	Quarter 1	On-going		
Conduct grade level and cross category meetings to suport lesson studies, curriculum alignment and pacing	Instruction	Not Applicable	Teacher Groups/Admin	Quarter 1	On-going		
Provide continual training for support staff to ensure effective school, classroom, and student support	Professional Development	Students With Disabilities	Teacher Groups/Admin	Summer 2012	On-going		
Create a Remediation Consultation Team that will support classroom teachers, students, and parents in order to assist and monitor the RTI process	Other	Other student group	Aux Staff/Admin	Summer 2012	On-going		



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
To develop a schoolwide culture based on positive reinforcement, transparency, professional accountability	Clear expectations and professional discourse is necessary for creating the environment of excellence needed to transform Kilmer into a viable educational organization

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create schoolwide expectations that includes hallways, specials classes, lunchroom, classrooms, and outside the school	Other	All	ILT/Teacher Groups	Summer 2012	Summer 2012		
Develop a curriculum to teach the students the schoolwide expectations	Instructional Materials	Not Applicable	ILT/Teacher Groups	Summer 2012	Summer 2012		
Create a reward system that includes a token economy, special events, and a recognition schedule	ILT/ Teacher Teams	All	ILT/Teacher Groups	Summer 2012	Quarter 1		
Create a checks and balance system to assure fair and consistent implementation of the schoolwide behavior program	ILT/ Teacher Teams	Not Applicable	ILT/Teacher Groups	Summer 2012	Quarter 2		
Develop rubrics and schedules for teacher and staff recognition	Other	Not Applicable	ILT/Teacher Groups	Summer 2012	Quarter 2		
Develop a system to allow parent to support the behavior and recognition systems	Parental Involvement	All	Teacher Groups/PAC	Summer 2012	On-going		
Create and monitor the classroom behavior plans which will show implementation of the schoolwide expectattion	Other	All	Teacher groups/Admin	Quarter 1	Quarter 1		
Create and maintain a peer jury for students to encourage self discipline	Other	Other student group	Students/Teacher Group/Admin	Quarter 1	On-going		
Create a Profession Problems Committee that has a regular schedule for meeting. This committee will discuss and resolve issues that interfere with the mission of Kilmer	Other	Not Applicable	Teacher Group/Admin	Quarter 1	On-going		
Conduct teacher advisory as a tool to help support rigorous and CCSS aligned instruction in every classroom	Professional Development	Not Applicable	Teachers/Admin	Quarter 1	On-going		



Strategic Priority 3

