



2012-2014 Continuous Improvement Work Plan

John H Kinzie Elementary School

Midway Elementary Network
5625 S Mobile Ave Chicago, IL 60638
ISBE ID: 150162990252299
School ID: 610026
Oracle ID: 24071



Mission Statement

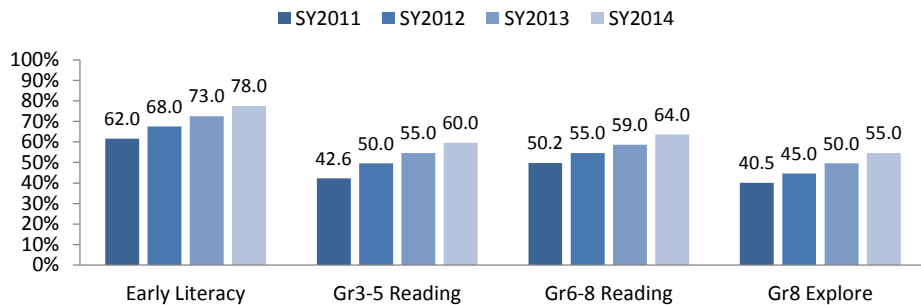
The Kinzie mission is to meet the academic and social needs of all students within the Kinzie Community.

Strategic Priorities

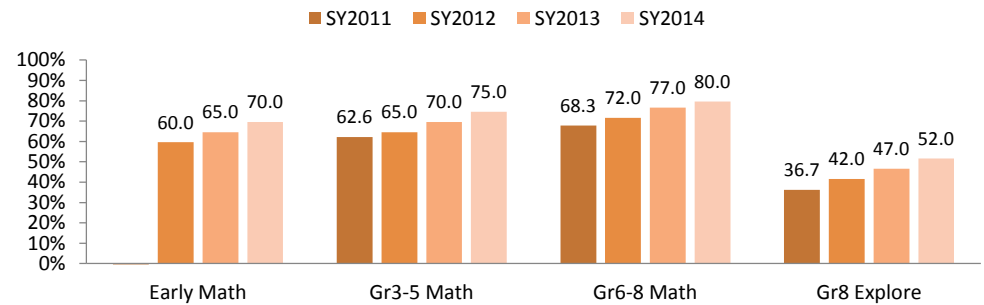
1. Kinzie will provide students with a challenging Common Core Based, College/Career Readiness program from K-8.
2. Provide opportunities for our Students With Disabilities to participate in academic programs in a less restrictive environment while still meeting their individual educational needs.
3. Establishing and implementing a comprehensive literacy program for kindergarten through 3rd grade.
4. Kinzie will meet the needs and expectations of our families, community, students and staff. In particular we will ensure a smooth transition to the Full School Day in 2012/2013.
5. Administration will build effective leadership teams to accomplish goals.

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:	John H Kinzie 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
Martin W. McGreal	Principal
Rebecca Ilkanic	LSC Member
Maureen Brongiel	Assistant Principal
Teofilia Okrzesik	ELL Teacher
Kathy Musselman	Special Education Faculty
Veronica Ewald	Classroom Teacher
Roseanne Pavelka	Classroom Teacher
Sarah Moran	Classroom Teacher
Ann Doyle	Lead/ Resource Teacher
Jonathan Keith	Assistant Principal



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	62.0	68.0	73.0	78.0		Early Math % of students at Benchmark on mClass	NDA	60.0	65.0	70.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	42.6	50.0	55.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	62.6	65.0	70.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.6	60.0	66.0	73.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	67.6	70.0	74.0	78.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	50.2	55.0	59.0	64.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	68.3	72.0	77.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.4	65.0	68.0	73.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.0	63.0	68.0	72.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	40.5	45.0	50.0	55.0		Explore - Math % of students at college readiness benchmark	36.7	42.0	47.0	52.0



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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	95.4	96.0	96.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	14.9	14.0	13.5	13.0

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	77.5	81.0	85.0	90.0		ISAT - Reading % of students exceeding state standards	19.7	24.0	28.0	32.0
ISAT - Mathematics % of students meeting or exceeding state standards	87.8	89.0	90.0	91.0		ISAT - Mathematics % of students exceeding state standards	32.6	34.0	38.0	43.0
ISAT - Science % of students meeting or exceeding state standards	81.1	85.0	90.0	90.0		ISAT - Science % of students exceeding state standards	12.8	17.0	22.0	27.0

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 ----->			4
	<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>TOA is clear and measurable. It was made available at end of 2010/2011 school year and shared with staff, parents, and community. It was shared again at beginning of year with staff and ILT.</p> <ul style="list-style-type: none"> Enriching the curriculum—challenging 5th-8th grade students Increasing opportunities for students with disabilities to experience the general education classroom Eliminating the achievement gap for English Language Learners. 	
	Principal Leadership ----->			3
	<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>Great community involvement: Neighborhood Watch, CAPS, athletic events, Literacy Night, PTC Meetings, Family Fun Night, etc...</p> <p>Advanced Placement Preparation course started in 2011/2012 for all 5th-8th grade students. Math Team started 2011/2012, Summer of Service Learning started in 2011/2012, and Chess Team started 2010/2012</p> <p>PPLC has input on professional development. Shares school performance data with LSC and staff. Created PPLC.</p> <p>Lack of established systems of support for RTI in grades K-2. Procedures and Tier III interventions not clear.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<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 - RtI 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 	<ul style="list-style-type: none"> • Teachers Have equity of voice • ILT and Grade Level Teams • Bilingual Lead Teacher excellent • Teachers are encouraged to take leadership roles • Teachers encouraged to write grants (and do) • Communication from ILT members to grade levels not clear • Lack of RTI team or direction 	

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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 	<ul style="list-style-type: none"> • ILT consists of a variety of grades and programs • ILT meets regularly • ILT attends network workshops • ILT communications not clear to all grades/teachers • ILT does not reflect often on its own practices 	
Monitoring and adjusting ----->			3
<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. 	<ul style="list-style-type: none"> • Work samples are utilized • Scantron—Growth data • Dibels/IDEL in primary/IAA, EXPLORE and ISAT in upper • There is a need for additional support looking at data 	

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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. 	<ul style="list-style-type: none"> Grade levels meet and develop units and lessons using complex, informational texts. Common Core posters in math and ELA in each classroom 7th grade LA teachers met over summer to map year Some pacing schedules are established by CPS: Algebra, Science, and Social Studies Curriculum map is still a work in progress—not all courses are aligned with common core Deaf Dept. needs reading textbooks for comprehension component. No science/SS text. 	
	Instructional materials ----->			3
	<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). 	<ul style="list-style-type: none"> LA, Social Studies, and Science are aligned to the Common Core Reading textbook has Interactive Reader which gives more support and is used in place of textbook for Special Ed students and aligns with the common core Reading Inventory sent to teachers: Needs are being addressed summer, 2012. Wants will be looked at next. Dated materials...text books are old...need update Concern over science program not meeting needs 	
<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 ----->			3
<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. 	<ul style="list-style-type: none"> • Teachers typically see only their own students’ test results • Online access to student assessment data • Multiple strategies for monitoring student progress are used • Assessments are varied and aligned with standards: formative, summative,. Working on fine-tuning performance assessments. • Assessment accommodations and modifications are effective. May need more accountability and support. • ILT does not share information with upper grades 	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<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. 	<ul style="list-style-type: none"> • Standards are posted and shared with students • Varied questioning techniques are routinely used in classrooms • Lessons are aligned to standards and build towards mastery: Transition to common core standards still in progress. • Teachers are (stuck) in the middle: AYP based on ISAT, EXPLORE based on College Readiness Standards, Growth measures based on hybrid, etc... • RTI Tier I and II is not completely articulated. • K-3 addressing/learning to implement differentiated instruction • Instruction is scaffolded • Unit tests, quizzes, portfolios, and informal assessments are used as well 	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<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. 	<ul style="list-style-type: none"> Upper grade teachers are not very knowledgeable of the RTI process Little is done at the 7th/8th grade level to begin interventions formally. ILT does not communicate with upper grade levels regarding intervention process ILT does not formally address RTI RTI was an Area 9 priority for 2010/2011. All city-wide PD has focused on Longer School Day, Common Core, and REACH. K-3 has continued with K-3 Burst. Teachers struggle implementing within classroom. Part-time reading specialist focused on K-3. 	
Professional Learning	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. 	<ul style="list-style-type: none"> PD at beginning of year was focused: Standards (Common Core ELA and Cross curricular writing and thinking) and Instruction (scaffolding, differentiated instruction, and introduction to RTI). It did not progress in 2nd semester. PD was broken down into grade levels: K-2, 3-5, and 6-8. PD time is scattered. Lack of meaningful time provided. PDs are often given on days when grades are due so teacher focus is not on PD, but on getting grades completed and entered 150 minutes every other week in 2012/2013 will address lack of time and focus. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	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. 	<ul style="list-style-type: none"> Not as much opportunity to meet as teams due to 7/8 not sharing planning periods. Hard to plan in departmentalized program. No support given from ILT at upper grades Difficult to meet with Special Ed teachers to include in weekly planning Grade level meetings are used to discuss students: health issues, behavior issues, test scores, inclusion issues, etc. 150 minutes every other week in 2012/2013 will address lack of time and focus 	
	Instructional coaching ----->			2
	<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. 	<ul style="list-style-type: none"> K-3 has an instructional literacy coaches that visits classrooms, offers guidance, helps plan and follow curriculum, monitors assessment data, etc.. Very little done in upper grades PD is often planned to suit needs of entire staff rather than individualized Impossible with our schedules to do cross classroom visitation No formalized program for new teachers (only one teacher new to teaching in two years). No formal plan for providing detailed feedback to teachers. 150 minutes every other week in 2012/2013 will be used to address coaching. 	

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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 	<ul style="list-style-type: none"> Advanced Placement Preparation Course for all 5th-8th grade students to prepare them for the critical thinking skills needed in high school and college Math Team, Chess Club, Summer of Service Learning School has opportunities through student council, teams, clubs, etc. to take a leadership role Special Ed students are included in regular ed classes to ready them for high school independence 	
	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. 	<ul style="list-style-type: none"> School Support teams include teachers, social workers, administration, counselor, and psychologist. Excellent social worker and programs brought to upper grades through social worker Special Ed student inclusion and acceptance is high Deaf Ed. Department feels there is still lack of communication and inclusion. Most students feel they can confide in at least one adult in the building who will advocate for them and cares about them Student/teacher relationships are usually very respectful. 	
Behavior & Safety ----->			2	
	<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. 	<ul style="list-style-type: none"> School follows CPS Uniform Discipline Code School is safe, clean, and inviting PPLC makes suggestions for improved safety New AP is like an acting disciplinarian School uniform code (apparel) not always followed Teachers need to be trained: follow uniform rules, monitor hallways, complete detentions, referrals, etc... Better communication with the homeroom teacher/teacher. 	

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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. 	<ul style="list-style-type: none"> Principal met with parents in May, 2011 to discuss academic focus, Theory of Action, and budget. Principal and A.P. are out on corner meeting with parents every day before and after school. They have held high school articulation meetings, attending neighborhood meetings, visiting home etc... Principal gives monthly reports to LSC Open House gives provides expectations and course overview Individual teachers send home class expectations at beginning of year to parents Graduation requirements sent home at beginning of school year to parents 	
	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. 	<ul style="list-style-type: none"> All grade levels communicate with parents in many ways. Multiple academic and fun activities planned for families. Community volunteer days. 	
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. 	<ul style="list-style-type: none"> School does excellent job providing opportunities for parents to receive information that is beneficial to them and their children, ex. selective enrollment, PTC, LSC, informational meetings for parents of students with special needs, etc. Parents are invited to attend Family Reading Night, Family Funfest, sporting events, ribbon and awards ceremony, student performances, math competitions, etc. Students were invited to attend the Summer of Service program TV monitor installed in lobby to highlight student activities 	

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
N 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"> ICR, DCFS, MOPD, CHS, Mt. Sinai, Buena, CICS, Girls/Run Excellent social worker who has brought in numerous programs to help students and families School provides assistance through uniform program, vision and hearing testing program, and immunizations Admin and Social Worker conducted dozens of home visits. 	
	College & Career Exploration and election ----->			3
	<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"> Although college opportunities are discussed within classes, no formal introduction to college options is conducted 8th grade students take the Expore Survey and test Advanced Placement Prep. program was introduced. 	
Academic Planning ----->			2	
<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. 	Support for college and career planning is limited with the exception of the Advanced Placement Preparation Course. As it is in its first year the expectation is that the course will turn toward college and career planning in years 3 and 4.		
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. 	<ul style="list-style-type: none"> Strong after school enrichment programs: CAPE, SCALE, All Stars, Math Club, Book Club, Summer of Service Learning, chess club, etc. Girls on the Run, Sports teams, community programs 		

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
DIMENSIO	College & Career Assessments ----->			3
	<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. 	EXPLORE, Advanced Placement Preparation.	
	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 ----->			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. 	<ul style="list-style-type: none"> Principal holds meetings with parent: selective enrollment process, IB programs and the schools which offer them, Kennedy programs, etc. Eligible students are encouraged to apply for Daniel Murphy Scholarship (2 winners) Upper grade teachers apply for scholarships or financial aid. Students attending Kennedy meet with counselors Special Ed transition to inclusion, mostly in science and social studies. Upper grade push to increase inclusion in language arts and math. Vertical team needed to better prepare students for 	

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 ----->			3
	<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. 	<ul style="list-style-type: none"> Communication with PPLC on budget Numerous grants applied for and received Purchasing technology to improve instruction and learning Teachers utilize Help CPS and Donor's Choose. Discretionary funds used in 2011/2012 to create Advanced Placement Preparation Courses for 5th through 8th grade students. Supplemental phonics program not purchased yet to assist K-3 students. 	
	Building a Team ----->			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. 	<ul style="list-style-type: none"> Principal included 8th grade teachers in discussion of replacement for teacher who retired in midyear. Principal included bilingual coordinator and Kindergarten teacher on final approval of new Kindergarten teacher. Midyear hire was not successful. Alternate strategy was not employed. All upper grade teachers are fully endorsed in subject matter Students are welcomed and can provide a potential pool for replacement teachers Cadres are frequently promoted to fill vacancies within the school Principal consulted with staff about job description for Assistant Principal and Reading Specialist. Principal did not let staff assist in candidate interviews. 	
Use of Time ----->			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. 	<ul style="list-style-type: none"> K-3 Teachers are given a prep and lunch schedule. They then create a schedule based on prescribed # of minutes. 4th grade has option follow prescribed bell schedule for 5-8. 5-8 students follow prescribed bell schedule. RTI is not evident in upper grades Math bloc exceeds current minutes required for math Scheduling SWDs to fit their needs is still a struggle 7th/8th , 5th/6th do not have common plan time (only individual grades) 	

Date Stamp November 22, 2012

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

The Kinzie mission is to meet the academic and social needs of all students within the Kinzie Community.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Kinzie will provide students with a challenging Common Core Based, College/Career Readiness program from K-8.	<p>Kinzie does good work getting students to a proficient level on ISAT (77.5% Reading/87.8% Math). We would like to move more students towards exceeds category on all assessments. Currently, 19.7% exceed in Reading, 32.6% in Math, and 12.8% exceed in Science on ISAT.</p> <p>40.5% of 8th grade students meet College Readiness benchmarks in Reading and 36.7% meet College Readiness Benchmarks in math.</p> <p>We would also like to move the number of students meeting growth targets based on Scantron (soon to be NWEA). Currently, 51.6% meet growth targets in 3-5 Reading, 56.4% in 6-8 Reading, 67.6% in 3-5 Math, and 60.0% in 6-8 Math.</p> <p>We will do this by making the transition to the Common Core State Standards, providing enrichment opportunities that challenge our students within the school day and after, provide appropriate interventions to our struggling students, drastically upgrade current technology to assist in the delivery of instruction and provide access to a more enriching curriculum, and continue our critical thinking course for upper grades (Advanced Placement Preparation).</p>

2	<p>Provide opportunities for our Students With Disabilities to participate in academic programs in a less restrictive environment while still meeting their individual educational needs.</p>	<p>Students with Disabilities are showing signs of struggling. Kinzie did not make AYP for the 2010/2011 school year. 33.3% (target was 42.8%) of SWDs met expectations in Reading, 59.5% (target was 53.3%) of SWDs met expectations in Math on ISAT.</p> <p>During the 2010/2011 school year, Kinzie had 82% of SWDs in LRE 2 and 3. This means that the vast majority of SWDs were receiving their instruction in a separate setting. Kinzie made it a priority to change that paradigm. We believe special education should be a support to meet the needs of individuals with disabilities. We also believe that by providing Students with Disabilities opportunities to be part of our general education program, with supports, they will be better prepared to be more independent, productive members of society. We believe that special education need not necessarily dictate a student being separated from the general school population. In addition, we accept the challenge to meet the needs of students who do need a more restrictive environment to meet their educational needs.</p> <p>Kinzie plans on continuing efforts to bring educational supports to students rather than take the students away from their peers to receive supports. When a student's needs dictate a smaller, more individualized educational program, we will try to provide that also.</p>
3	<p>Establishing and implementing a comprehensive literacy program for kindergarten through 3rd grade.</p>	<p>In 2010/2011, Kindergarten through 3rd grade literacy programs have not been established. Teachers in those grades were implementing a small variety of programs. While instruction was effective, the disjointed programs allowed for gaps in instruction. At the end of 2011, 62% of students were at benchmark on DIBELS or IDEL.</p> <p>As of May, 2012, all K-3 teachers are using the same literacy program. Kinzie was still missing a uniform phonics program. In May, 2012, Intensive Phonics was selected as Kinzie's phonics program. Literacy Coach was trained and the program was purchased. The teachers will be trained, on Intensive Phonics, our current program, and RTI processes before school during the five professional development days. We will utilize banked professional Development/Planning time to monitor progress, receive training, and plan instruction.</p> <p>A needs survey was conducted in Spring, 2012. A list of appropriate Leveled Readers has been established, materials for classroom libraries aligned to Common Core have been developed. Everything will be in place for Fall, 2012.</p>

4	Kinzie will meet the needs and expectations of our families, community, students and staff. In particular we will ensure a smooth transition to the Full School Day in 2012/2013.	Kinzie will do its best to ensure a smooth transition to the Longer School Day. We will consider students' needs, family concerns, and staff when planning and implementing the Longer School Day Plan. Kinzie currently coordinates all school improvement efforts with parents and community. We will continue that relationship and keep listening to the communities needs and expectations above all others. We will strive to meet those needs and expectations.
5	Administration will build effective leadership teams to accomplish goals.	Kinzie currently has an ILT and a PPLC. Teams do meet regularly, review data, identify and suggest PD, monitor instructional programs, etc... Staff members do not see ILT and PPLC having a direct impact on school improvement efforts. Kinzie administration will ensure ILT and PPLC have more opportunity to share with teachers. Administration will provide leadership training, equity in staff representation, more frequent meetings, attach specific outcomes, share progress, and make sure teacher leaders are heard.



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
Kinzie will provide students with a challenging Common Core Based, College/Career Readiness program from K-8.	Kinzie does good work getting students to a proficient level on ISAT (77.5% Reading/87.8% Math). We would like to move more students towards exceeds category on all assessments. Currently, 19.7% exceed in Reading, 32.6% in Math, and 12.8% exceed in Science on ISAT.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue Advanced Placement Preparation Course to prepare students for college and careers.	Instruction	All	Keith	Quarter 1			5th-8th Grade will participate in class two times per week.
Upgrade Technology to enhance instructional practices.	Equipment/Technology	All	McGreal	Quarter 1			30 wall mounted Smartboards will be purchased to aid in the delivery of instruction in all grades. This will dramatically increase access to enrichment and supplemental material.
Provide SmartBoard Training to better utilize technology to help students meet performance targets.	Professional Development	All	Tech Coordinator	Quarter 1			Kinzie will have a teacher/student technical plan in place for quarter 1. Students and teachers will use enrichment time at end of day to work through Smartboard tutorials/Practice Programs in order to effectively utilize technology and software.
Purchase software/subscriptions for Smartboards to assist students meeting performance goals.	Instructional Materials	All	Tech Coordinator	Quarter 2			Purchase needed software to effectively utilize Smartboards.
Provide RTI/Enrichment/ Individualized Instruction through Compass Learning.	Instructional Materials	All	Tech Coordinator	Quarter 1			Enter into contract with Compass Learning to target all students and their specific needs.
Open Teaching Position to Create Teaching Assistant Principal Position; Staff position. AP will manage college readiness programs.	Staffing	All	McGreal	Summer 2012	Summer 2012	On-Track	Position is opened in PSB.
Acquire Technology Coordinator to manage, install, upgrade, and provide technical training to students and staff.	Staffing	All	McGreal	Summer 2012	Summer 2012	On-Track	Technology coordinator will be needed to manage new technology: Monitor installation progress, provide guidance on software and programs, train teachers, and train students. Tech coordinator will also update website to communicate with parents and community. Position is opened in PSB.



Strategic Priority 1

Provide students Computer Instruction to better prepare them for College and Careers.	Staffing	Students With Disabilities	Deaf Ed. Department McGreal	Summer 2012	Summer 2012	Deaf Ed. Teacher will provide computer skills instruction to Deaf Education students as well as general education students and other students with disabilities.
Continue Accelerated Reader Program to help students reach target reading goals.	Instruction	All	ILT	Quarter 1	Summer 2012	Kinzie will continue Accelerated Reader Program
Staff Literacy Coach to manage K-3 Literacy initiative, Intervention plan, and provide classroom coaching.	Instruction	All	ILT	Quarter 1		Open full-time literacy coach position in PSB. Staff. Literacy Coach to work with K-3 literacy Implementation. Coach should also assist 4-8 understand and implement RTI program.
Train AP Prep Teacher and assign to teach Advance Placement Prep Classes.	Instruction	All	McGreal	Quarter 1		Library for upper grades will be Advanced Placement Prep Program.
Staff Literacy Coach to manage 4-8 Literacy initiative, Intervention plan, and provide classroom coaching (same position as above).	Instruction	All	Literacy Coach	Quarter 1		Support teachers in grades 4-8 implementing Literacy program: training and materials. Tier I: Common Core aligned Literacy Program Tier II: Instructional supports in smaller setting with students in a classroom with progress monitoring.. Tier III: Focused, concentrated, additional instruction in small group setting with progress monitoring
Implement RTI program (Grades K-3). Prepare students to be on meet/exceed growth target goals.	Instruction	All	Literacy Coach	Quarter 1		Support teachers implementing Literacy program: training and materials. Tier I: New K-3 Literacy Program (w/ phonics) Tier II: Instructional supports in smaller setting with students in a classroom with progress monitoring.. Tier III: Focused, concentrated, additional instruction in small group setting with progress monitoring.
Properly equip Upper Grade Classrooms to provide a high school atmosphere and allow for needed mobility and instructional grouping.	Equipment/ Technology	All	McGreal	Summer 2012		Upper Grades classrooms need to be equipped to properly allow for cooperative groups, technology use, and flexible instruction. Chairs should have attached baskets in upper grades.
Create Enrichment/Intervention time into schedule for all grades to meet Longer School Day needs.	Instruction	All	McGreal	Summer 2012		Common Enrichment/Intervention time will allow for creativity of program choice, options for students, flexible cross-curricular programming, Cross-Grade level instruction by ability level, technology integration, and special education <u>planning/resource time.</u>
Ensure Electrical works to receive technology.	Other	All	L. Hill	Summer 2012		Electrical does not work in all rooms. In order to operate technology, all electrical needs to be working.



Strategic Priority 1							
Train staff on NWEA and Compass Learning to improve reading.	Professional Development	All	Literacy Coach	Quarter 1			Kinzie is transitioning to NWEA. We will also be using Compass Learning to provide instructional support and interventions in grades 3-8. Teachers will need to be trained.
Implement Family Life program.	Instructional Materials	All	Keith	Quarter 1			Purchase Family life curriculum. Train teachers to implement or bring in program through Chicago in Community Schools.
Purchase and implement Deaf Education Reading Program: SRA Corrective Reading--comprehension component.	Instructional Materials	Students With Disabilities	Snedden	Quarter 1			Kinzie currently uses year 1 and 2. Kinzie needs to purchase years 3 + and implement.
Purchase Tier III Intervention program. Wilson "Just Words", to improve Students' reading levels.	Instructional Materials	Students With Disabilities	Snedden/Literacy Coach	Summer 2012			"Just Words" can be used for up to 12 students. We will use this for Tier III (upper grades) interventions.
Continue Parent/Community Involvement Programs	Parental Involvement	All	All	Summer 2012			Kinzie does a good job keeping parents informed, utilizing their talents, seeking resources, and encouraging support. We will continue engaging our parents and look for new ways to keep the community involved.
Start Summer enrichment/intervention program to increase students' college readiness.	After School/ Extended Day	All	McGreal	Summer 2012			Opened bucket in PSB to staff enrichment/intervention program for summer 2012 and summer 2013.
Open general planning bucket to work on Common Core instructional planning.	Professional Development	All	McGreal	Summer 2012			Fund bucket in PSB to allow teachers additional time over summer and during the school year to review data and plan instruction to align with common core.
Start after School enrichment/Intervention Bucket to assist gifted/struggling students meet growth targets.	After School/ Extended Day	All	McGreal	Quarter 1			Open teacher bucket in PSB to provide additional enrichment/intervention instruction to qualifying students. (Girls on the Run, Homework Club, Math Club, etc...)

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
Provide opportunities for our Students With Disabilities to participate in academic programs in a less restrictive environment while still meeting their individual educational needs.	Students with Disabilities are showing signs of struggling. Kinzie did not make AYP for the 2010/2011 school year. 33.3% (target was 42.8%) of SWDs met expectations in Reading, 59.5% (target was 53.3%) of SWDs met expectations in Math on ISAT.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Revisit IEPs to reflect appropriate LRE and be prepared for Longer School Day.	Instruction	Students With Disabilities	Ms. J. and SPED Team	Summer 2012			Student IEPs will need to be adjusted to reflect longer school day and new LRE setting. Rather than adjust several times, we will start in June and then finalize in August/September.
Support Teachers in Co-teaching Model to meet the needs of SWDs.	Instruction	Students With Disabilities	Ms. J. and SPED Team	Summer 2012			Kinzie will be continuing its co-teaching model with upper grades. Funds will be set aside to train teachers as the year progresses.
Provide Instructional Support Materials for SWDs: Reading materials for Deaf Ed. Adaptive Reading Materials for SWD	Instructional Materials	Students With Disabilities	Ms. J. and SPED Team	Summer 2012			SPED teachers will need appropriate instructional materials to implement their programs.
Provide appropriate supplies for SWDs: weighted vests, appropriate seating, etc...	Equipment/Technology	Students With Disabilities	Ms. J. and SPED Team	Summer 2012			SPED teachers have demonstrated a need for specific equipment (books on CDs; complete set of teachers manuals for math)
Provide teachers additional planning/resource/intervention time.	Staffing	Students With Disabilities	Ms. J. and SPED Team	Summer 2012			9th Period Enrichment Time will allow SWDs to participate with their homerooms. SPED teachers will co-teach and participate. However, we will allow SPED teachers time to complete IEPs, provide more individualized resource attention, and participate in scheduled IEPs. Planning bucket opened in PSB to provide additional planning time outside of school day and over summer.
Students will participate in IEP meetings (5th grade and up) to learn how to manage their educational careers.	Other	Students With Disabilities	Ms. J. and SPED Team	Quarter 1			It is important that older students learn how to take ownership in the development and maintenance of their individualized education plan. Starting in 2012/2012 students in 5th grade and above will attend portions of their IEP meetings to encourage growth.



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
Establishing and implementing a comprehensive literacy program for kindergarten through 3rd grade.	In 2010/2011, Kindergarten through 3rd grade literacy programs have not been established. Teachers in those grades were implementing a small variety of programs. While instruction was effective, the disjointed programs allowed for gaps in instruction. At the end of 2011, 62% of students were at benchmark on DIBELS or IDEL.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Staff Literacy Coach to manage K-3 Literacy initiative, Intervention plan, and provide classroom coaching.	Staffing	All	McGreal	Summer 2012			Opened Literacy Coach position in PSB to assist with implementation of K-3 Literacy Plan. Monitor using student performance assessments. Coach will also lead us in the implementation of a comprehensive RTI model.
Complete purchase of the "needs" list for a comprehensive literacy program (including RTI).	Instructional Materials	All	McGreal	Summer 2012			Literacy Coach has been working with K-3 ELA teachers to create a list for a comprehensive literacy program. Teachers have a "needs" list that we will purchase for them. This includes leveled readers, classroom libraries and other supplemental materials. (budgeted in 115 College Readiness 5/18).
Complete purchase of "Intensive Phonics" Program. Train teachers, monitor implementation, and provide instructional support.	Instructional Materials	All	Literacy Coach	Summer 2012	Summer 2012	Completed	Complete purchase of "Intensive Phonics" Program. (Completed 5/18/2012)
Complete purchase of literacy instructional support materials for ELLs.	Instructional Materials	English Language Learners	Literacy Coach-Bilingual Lead	Summer 2012			Complete purchase of bilingual supplemental reading program. Train teachers, monitor implementation, and provide instructional support.
Ensure excellent RTI Implementation to ensure student success (Grades K-3).	Instruction	All	Literacy Coach	Quarter 1			Support teachers implementing Literacy program: training and materials. Tier I: New K-3 Literacy Program (w/ phonics) Tier II: Instructional supports in smaller setting with students in a classroom with progress monitoring.. Tier III: Focused, concentrated, additional instruction in small group setting with progress monitoring.



Strategic Priority 3						
Incorporate "Intensive Phonics" Program to help students reach literacy goals: Train teachers, monitor implementation, and provide instructional support.	Professional Development	All	Literacy Coach	Summer 2012		Train teachers, monitor implementation, and provide instructional support. Literacy Teacher signed up for August PD. She will train teachers in August.
Create primary reading library (bookroom) for teachers.	Other	All	Literacy Coach	Summer 2012		Convert VHS shelves to leveled readers.
Support Literacy program with parent involvement.	Parental Involvement	All	Literacy Coach	Quarter 1		Engage parents from the beginning of the school year. Hold individual class meetings to discuss progress on reading assessments. Help parents learn how to support individualized reading plans at home.



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
Kinzie will meet the needs and expectations of our families, community, students and staff. In particular we will ensure a smooth transition to the Full School Day in 2012/2013.	Kinzie will do its best to ensure a smooth transition to the Longer School Day. We will consider students' needs, family concerns, and staff when planning and implementing the Longer School Day Plan. Kinzie currently coordinates all school improvement efforts with parents and community. We will continue that relationship and keep listening to the communities needs and expectations above all others. We will strive to

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ensure students are monitored and safe during Recess.	Staffing	All	McGreal	Quarter 1			Funded \$40,000 in PSB. Will hire three parent aide, hourly positions to staff lunch and recess. Post, Interview, and hire.
Create Safe indoor recess place where students could go during inclement weather.	Other	All	Keith	Summer 2012		On-Track	Mr. Keith is working with Chicago Cares to clean and prepare basement music room.
Create Safe indoor recess place where students could go during inclement weather.	Equipment/Technology	All	Keith	Summer 2012			Purchase equipment: Chairs, tables, etc... for music room in basement.
Communicate Final Plan to Parents and Community	Parental Involvement	All	Keith	Quarter 1			Once longer school day plan is finalized we will make sure we engage each parent and communicate the schedule, facilities, and programs.
Create and implement Safety Plan for Parking Lot	Other	All	Keith	Quarter 1			Find a way to shut off or limit parking lot traffic during recess periods. Coordinate with Kennedy High School for use of park district area. Coordinate with Park District program for use of parking lot.
Adjust IEPs to reflect new schedule.	Instruction	Students With Disabilities	Ms. J. and SPED Team	Summer 2012			Planning funds budgeted in PSB to adjust IEPs for SWDs in August/September. As soon as LSD is finalized we will bring in staff to adjust IEPs as needed.
Implement comprehensive anti-bullying program.	Instruction	All	Keith	Quarter 1			Continue what Kinzie started. Over summer, work on quarterly objectives.



Strategic Priority 4



Strategic Priority 5

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

Strategic Priority Description	Rationale
Administration will build effective leadership teams to accomplish goals.	Kinzie currently has an ILT and a PPLC. Teams do meet regularly, review data, identify and suggest PD, monitor instructional programs, etc... Staff members do not see ILT and PPLC having a direct impact on school improvement efforts. Kinzie administration will ensure ILT and PPLC have more opportunity to share with teachers. Administration will provide leadership training, equity in staff representation, more frequent

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide Leadership training to help lead school efforts to meet new goals.	Professional Development	All	Administration	Summer 2012			Administration will oversee realignment of leadership teams in Spring 2012, to ensure equity of voice among all grade levels and departments. Leadership development opportunities will begin in Summer, 2012. A year long PD plan will be created by team. We will spend direct time before 1st quarter managing CIWP.
Provide Professional Development to leadership team to help ensure school meets all new goals.	Professional Development	All	ILT and PPLC	Quarter 1			Professional Development plan will be created, budgeted for, and be ready to start August 2012. All PD will be aligned with district initiatives and CIWP strategic priorities.
Preprepare RTI leadership team to lead literacy and common core initiative	Professional Development	All	ILT and PPLC	Quarter 1			RTI program ready for implementation in September (math and reading).



Strategic Priority 5
