



2012-2014 Continuous Improvement Work Plan

Annie Keller Elementary Gifted Magnet School

Rock Island Elementary Network
3020 W 108th St Chicago, IL 60655
ISBE ID: 150162990252739
School ID: 610084
Oracle ID: 29211



Mission Statement

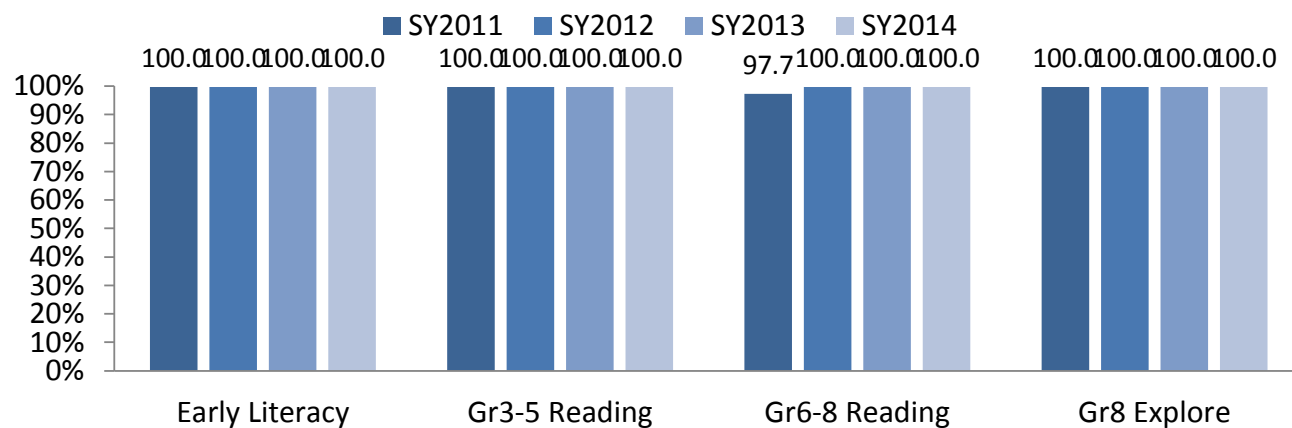
The mission of Annie Keller Regional Gifted Center is to ensure that all students are provided a differentiated, accelerated and gifted curriculum, which empahsizes Reading, Writing, Math, Science and Social Science with the integration of technology and leadership development as part of our goal for students to become globally competitive. The vision is for administrators, teachers, staff, community, parents, and all students to work together to create a cooperative, nurturing, and respectful learning environment that honors diversity and encourages student responsibility to produce world class citizens.

Strategic Priorities

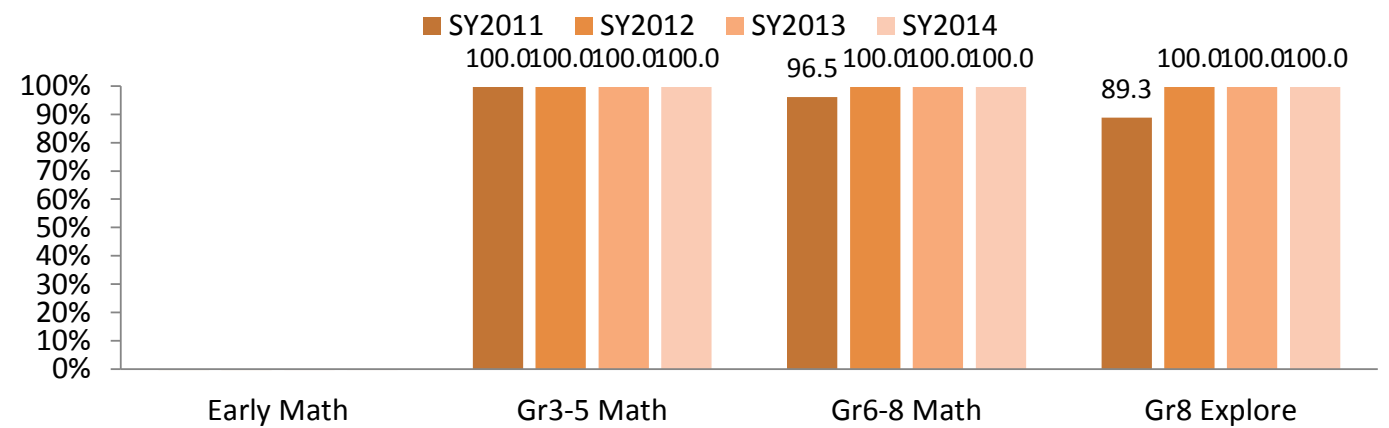
1. Develop theme-based, interdisciplinary gifted units and performance tasks in alignment with Common Core State Standards to increase the percent of 3rd - 8th grade students exceeding the standards, as evidenced by standardized test score measures (ISAT or other to be determined).
2. Incorporate a gifted framework, including ability-appropriate complex text, performance tasks and high level critical thinking, to increase the overall EXPLORE composite scores. Utilizing Keller's 2011 EXPLORE composite as baseline data, the percentage of students attaining 20 -23 and 24- 25 composites will be increased
3. Build administrative, teacher, support staff, student, and school community capacity, which will result in a shared understanding of gifted and talented, an increased voice in instructional content decisioning, trusting relationships, and sustained high quality teaching and learning

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:

Annie Keller Elementary Gifted Magnet 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
Delena W. Little	Principal
Chalese A. Conley	Assistant Principal
D. Jemison, L 1; E. Wess, Spanish, LSC Teacher Representatives	LSC Member
T. Richardson, L3; A. Swain (Chair), L4 and L5; C. McGovern, L6; R. Davis, L7, S. Simmons, L7, Parent Representatives	LSC Member
C. Syverson, L3, P. Berklich, L 6, Parent Representatives	LSC Member
E. Farrelly; D. Riordan, J. Paris, Community Representatives	LSC Member
C. and K. Bandele, L1; M. Miller, L2; J. Ross, L2 and L5; K. Cumpian, L3	Parent/ Guardian
S. Johnson, L4 and L6; J. Kallianis, L4; J. McKay, L4; M. Murphy, L4; E. Taylor, L5	Parent/ Guardian
J. Debrah-Sheppard, L6; K. Feit, L6; M. Cullnan, L8	Parent/ Guardian
J. Bonnett, L 4, L. Collins, Librarian, K. Guinane, Counselor	Classroom Teacher
K. Owens, L5; G. Tesinsky, L6; M. Lange, L7 and L8	Classroom Teacher
J. Callaghan	Community Member



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	100.0	100.0	100.0	100.0		Early Math % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	100.0	100.0	100.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	100.0	100.0	100.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.4	75.0	89.0	100.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	74.7	89.0	100.0	100.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	97.7	100.0	100.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	96.5	100.0	100.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	76.7	89.0	100.0	100.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.2	75.0	89.0	100.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	100.0	100.0	100.0	100.0		Explore - Math % of students at college readiness benchmark	89.3	100.0	100.0	100.0



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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	97.5	100.0	100.0	100.0					
					Misconducts Rate of Misconducts (any) per 100	4.9	2.0	0.0	0.0

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	100.0	100.0	100.0	100.0		ISAT - Reading % of students exceeding state standards	92.3	100.0	100.0	100.0
ISAT - Mathematics % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		ISAT - Mathematics % of students exceeding state standards	92.8	100.0	100.0	100.0
ISAT - Science % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		ISAT - Science % of students exceeding state standards	90.3	100.0	100.0	100.0

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. 	<ul style="list-style-type: none"> In our pursuit of the extraordinary, aggressive, measurable achievement goals, 100% exceeds the standard and an average of 25 EXPLORE mastery, have been established for student achievement. In 2011, 92.8% of Keller students, 3rd - 8th, exceeded the standards, as measured on the Illinois Standards Achievement Test composite. Our level 8 students consistently test well above the District and national norms on EXPLORE. Teachers engage in ongoing analysis of standardized and adaptive assessments to strategize teaching and target interventions to meet the individualized needs of each student. Keller's Theory of Action clearly outlines key levers for reflective 	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> The principal ensures professional learning is aligned to student performance data and staff interests/needs. Teachers have a voice in the identification of professional development via teacher team meetings as well as one-to-one conferences. CPS modified Danielson Framework will be utilized to monitor instructional practice in alignment with Keller's vision, goals and benchmarks. Internal and external communications coherently reflect Keller's vision. School performance and student learning goals are transparently communicated to students and parents on an ongoing basis via the Parent Portal, email, website, and hard copy, as applicable. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> • Teachers collaborate for the purpose of sharing best practices and curriculum planning/mapping. Teachers participate in peer observations/coaching/mentoring. All teachers are equally empowered and encouraged to contribute in shared decision making through the assignment of formal and informal leadership roles, including (but not limited to): ILT membership, CWIP team, Union representative, grant writing, Rtl team, and data analysis with teaching and learning implications within cluster meetings. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <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. 			<p>3</p>
<p>Monitoring and adjusting -----></p> <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. 			<p>4</p>
<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"> Keller's ILT composition represents a balanced combination of primary, intermediate, upper, and special needs expertise. ILT meeting have been scheduled twice monthly to focus upon improving teaching and learning. However, several meetings have been cancelled. Due to the size of Keller's staff, all staff effectively engage in participating in decision-making that forwards Keller's professional development focus and other actions to ensure progress towards schoolwide goals. The need remains, however, to build meeting time within the full school day schedule for the designated ILT in order to undertake its proper role.
<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"> Teachers participate in data analysis sessions to review Benchmary or Scantron data, District writing, and other assessments to improve instruction. Student performance data is analyzed on an ongoing basis by administration and teachers for alignment with students' level of mastery and for alignment to the Illinois and future Common Core State Standards. Focus questions are generated, based upon the data, for discussion as it relates to monitoring and adjusting teaching and learning to support teachers and students biweekly.

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			4
	<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 level teachers have a year-long curriculum map of standards aligned to the Illinois Standards for quarters 1 – 3, with a rollout of Common Core State Standards in quarter 4, inclusive of supports for students with disabilities in the least restrictive environment. Lesson plans include accelerated teaching and learning inclusive of complex informational text and increasingly rigorous math content through pre algebra, algebra, and geometry. Curriculum maps and lesson plans are adjusted, as necessary, to meet the needs of the students according to ISAT, Scantron, or other student performance data in alignment with Illinois state standards and future Common Core State Standards. 	
	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"> Each teacher has a set of general core instructional materials aligned with the Illinois state standards, which require alignment with the Common Core State Standards. The need exists to identify a gifted framework to support a challenging curriculum that recognizes the exceptional, differentiated abilities and learning needs of our student population, inclusive of the intellectual, social, emotional, physical, aesthetic, and cognitive. Each teacher has access to supplemental materials and 		
<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
<p>Assessment -----></p>			<p>3</p>
<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"> • Student performance tasks are aligned with the standards, including modification for students with disabilities. • Teachers create and/or have access to diagnostic, benchmark, formative, and summative assessments to monitor student learning on an ongoing basis. • Teachers and/or administration review teacher assessment results weekly for follow up discussion, as needed, to meet unique student needs. • The need exists to develop standards based rubrics for rigorous student performance tasks. • The need exists to implement and monitor backwards mapping of assessments. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>4</p>
<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"> • In Spring 2011, 92.8% of Keller students, level 3 - 8, exceeded the standard per ISAT Composite. Teachers scaffold instruction with gradual release to build student mastery. • Teachers use formative assessments to monitor student progress and vary student groupings, cooperative, peer, or small group to engage students in learning. • The need exists to differentiate student tasks and assessments based upon the range of learning needs, including students with disabilities. • Teachers collaborate to stagger project based assignments in order to balance students' total work load. • Limited evidence of use of clickers to collect student answers. The need exists to purchase a compatible software and to increase teacher/student use of technology for teaching and learning. 	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<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"> Multi-tiered interventions are in place to ensure students receive personalized, data driven support, including students with disabilities. Diagnostic assessments are administered and reviewed for teaching and learning adjustments Interventions include in-class, small group, one-to-one, and external academic supports, which are monitored by administration and at Cluster level meetings. The need exists to establish a common language and understanding for giftedness, acceleration, and intervention in an effort to dive deeper to differentiate instruction to target interventions according to individual student mastery levels in fundamental subskill learning areas, as defined by Common Core State Standards 	
Professional Learning	Whole staff professional development ----->			4
	<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"> Keller applied for and has been recommended by the Rock Island Network Office to implement an \$100,000 year-long, whole staff, interdisciplinary gifted professional development. Teachers attend professional development specific to identified instructional needs. Teachers collaborate to identify real-world opportunities that will enhance instruction. They attend, coordinate, and present professional development in their areas of expertise to build internal capacity. Planned professional development is ongoing and relevant to teachers' daily jobs. The whole staff is engaged in analyzing school data to identify students' needs, teacher interests, strengths, and opportunities for 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			4
	<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"> Teachers meet at bi weekly in Cluster level meetings to analyze formative assessment data to plan weekly instruction, discuss quarterly progress, and/or update long-term unit planning, as appropriate, based upon on benchmark/interim assessment results. Teachers collaborate weekly and progress-monitor students that do not exceed the standards to identify multi-tiered interventions and supports. Teachers share ownership for student performance and leverage each others’ strengths to impact instructional practice, inclusive of general and special education. 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Teachers receive differentiated in-class support based upon need. Staff turnover is low. Teachers collaborate weekly to develop curriculum for special education and regular education programs. Teachers attend gifted seminars to build internal capacity. In alignment with the CPS modified Danielson Framework, an instructional coaching cycle (peer coaching and cross classroom visitations) needs to be implemented, which will include a pre-conference, observation, and post-conference to provide quality feedback to support teacher growth. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<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"> 100% Freshman On Track is noted. Consortium on Chicago School Research will be reviewed to support ongoing expectations and college going culture. Students are provided with an opportunity for authentic leadership and voice via Student Council and National Junior Honor Society. Students learn about options for their future, careers, and the education they require. Students, staff, and the parent/guardian community support and reinforce Keller's pursuit of the extraordinary to achieve 100% 	
	Relationships ----->			4
	<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"> Keller maintains a 95% parent participation rate for events. Many students maintain communication after graduation. The Spring 2011 Report Card Pick Up rate was 97%. Students and parents have reported through the "My Voice, My School" survey that Keller teachers and administration are supportive. Character traits, which support positive interactions, are focused upon in quotes and monthly character themes. Every student is connected to an adult that cares about them deeply. All staff, students, and the community advocate for expect positive behaviors and respectful relationships in a caring environment. The potential for bullying will be addressed proactively with peer mediation groups and/or Second Step program implementation 	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> Keller has a low incidence of misconducts at 4.9 for 2011 and no expulsions. All students, including those with disabilities, are engaged in physically and socially in the school environment. Students and staff collectively create a consistent, wchool wide plan for high expectations for a healthy, resp[ectful, supportive school environment. 	

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 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"> Administration and staff provide objective qualitative and quantitative data/criteria for parents on what students are expected to achieve in a given grade level or course and what mastery looks like. Open house is held in the 1st quarter. New student orientation is scheduled for the 4th quarter. Administration and staff proactively provide students and parents with information regarding school choices to families seeking to transition to upper grade centers. Upper grade students participate in high school shadowing experiences and field experiences, i.e., to the Illinois Math and Science Academy. 	
	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"> Administration and staff engage in ongoing, two-way communication with students and their parents to ensure each is aware of how their child is doing and how the parents can support their child's learning at home via face-to-face conferences, email, and or home communication. Administration and staff seek to learn from the parents about their child's strengths and needs via face-to-face conferences, 	
	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"> Administration and staff communicate with all stakeholders in a variety of ways, including via email, website, Administration and staff support each other in the provision of frequent opportunities for parents and community members to engage in authentic and engaging activities in the school community-- like Reading Night, Science Fair, Math Night, Spelling Bee, Muscial Concerts, History Fair, Art Night, and Viva Technology. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> School staff counsels and collaborates with social service agencies and provides intensive outreach to students and families in need of specialized support during and/or beyond school hours, as needed. 	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> Students and their families are provided awareness, access, and academic preparation to help them realize the dream of sending children to high school and college or in preparation for a career. 	
Academic Planning ----->			4	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> Students are provided support for advance planning, preparation, participation, and performance in a rigorous, accelerated academic program that connects to their college and career aspirations and goals. Administration and teachers regularly evaluate student performance trends, the rigor of the curriculum, and mastery levels on assessments given to develop instructional plans. 		
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"> Due to the enrollment of students city wide and CPS bus scheduling, access for enrichment and extracurricular engagement is not accessible to all students. The school provides a wide range of extracurricular and 		

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 ----->			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. 	<ul style="list-style-type: none"> Teaching and learning activities are targeted to prepare students for participation and performance in college and career assessments. Declining scores at the upper levels indicate a possible need for early EXPLORE preparation and testing prior to 8th grade. In 	
	College & Career Admissions and Affordability ----->			4
	<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. 	<ul style="list-style-type: none"> Students and their families are provided early awareness, access, and academic readiness to help them realize the dream of sending children to high school, college, or career preparation. 	
Transitions ----->			4	
	<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"> The school works to ensure an effective 8th-9th grade transition. Student performance targets are established in the fundamental learning areas in alignment with Illinois and future Common Core State Standards school wide. Level 8 students are offered advanced English I, World History, Survey Literature, Biology, Algebra and Geometry. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> The school aligns its resources (time, people, and money) with identified instructional priorities. A grant writing committee has been established to identify and pursue opportunities for outside funding to assist in meeting Keller's resource needs to enhance student achievement and college and career readiness. 	
	Building a Team ----->			4
<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"> Past/Future hiring is aligned with staff capacity and data driven student needs. Teacher teams are included in a multistep interview process for new teachers, who will be required to complete a sample classroom lesson and to analyze a student case study. 		
Use of Time ----->			3	
<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"> Students schedules are based upon their data driven needs, school wide growth targets, and teacher's areas of expertise. Longer core subject blocks will be planned to target interventions and enhance critical thinking learning through deep dives on thematic, interdisciplinary curriculum content aligned to the Common Core State Standards, as appropriate. Blocks of time will vary by age/grade/content, students' needs, and teacher expertise. 		

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 mission of Annie Keller Regional Gifted Center is to ensure that all students are provided a differentiated, accelerated and gifted curriculum, which empahsizes Reading, Writing, Math, Science and Social Science with the integration of technology and leadership development as part of our goal for students to become globally competitive. The vision is for administrators, teachers, staff, community, parents, and all students to work together to create a cooperative, nurturing, and respectful learning environment that honors diversity and encourages student responsibility to produce world class citizens.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Develop theme-based, interdisciplinary gifted units and performance tasks in alignment with Common Core State Standards to increase the percent of 3rd - 8th grade students exceeding the standards, as evidenced by standardized test score measures (ISAT or other to be determined).	Keller will increase the percent of 3rd – 8th grade students exceeding the common core standards as evidenced on standardized test measures by 7%. Based upon last year's 3rd - 8th ISAT composite scores, the following grade levels have been identified as scoring below the 2010/11 exceeds composite of 92.2%: Reading – 6th (87.1%), 8th (75.0%); Math – 4th (90.9%), 5th (86.7%), 6th (83.9%); and Science – 7th (82.8%). The 2010/11 ISAT value is 92% exceeds composite. The target value is 100% exceeds composite on the ISAT or new common core standards test measure, to be determined.
2	Incorporate a gifted framework, including ability-appropriate complex text, performance tasks and high level critical thinking, to increase the overall EXPLORE composite scores. Utilizing Keller's 2011 EXPLORE composite as baseline data, the percentage of students attaining 20 -23 and 24- 25 composites will be increased with average subject gains of 3.4 points.	Keller's 2011 EXPLORE data indicates 10.7% of 8th graders attained 24-25; 50% attained 20-23; and 39.3% attained 16-19 composite. Keller students' average test scores are well above the national norm for the College Readiness Benchmarks (Keller/National Norm) in English (21.0/14.2); Math (19.4/15.1); Reading (20.1/13.8); Science (21.6/15.9) and Composite (20.6/14.9). Students experienced a mean decline in Math from 20.2 (2009/10) to 19.4 (2010/11). The largest gain was in Science from 19.9 (2009/10) to 21.6 (2010/11). Other 2010/11 mean score gains realized were .2 and .4 respectively, in Reading (20.1) and English (21). Keller will increase average test score gains 3.4 points.

3	Build administrative, teacher, support staff, student, and school community capacity, which will result in a shared understanding of gifted and talented, an increased voice in instructional content decisioning, trusting relationships, and sustained high quality teaching and learning	Keller will build administrative, teacher, and support staff capacity, which will result in teachers a shared understanding of gifted and talented, an increased voice in instructional content decisioning, and sustained high quality teaching and learning. The knowledge attained by administration and staff will translate into targeted classroom observations, differentiated student interventions, increased rigor, and access to a variety of curriculum embedded enrichment activities. Professional development will provide teachers with a research-based, interdisciplinary curriculum to supplement the existing curriculum, as appropriate, to meet the unique academic, social, and emotional characteristics of our gifted population. Teaching strategies and methods of curriculum differentiation, monitoring of ability, and acceleration, intervention, tutoring, or enrichment interest grouping and progression will be acquired. Staff will receive increased access to colleagues for collaboration, team teaching, university partnerships, and release time for peer and/or field observations aligned with Danielson's framework.
4	Optional	None
5	Optional	None

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
Develop theme-based, interdisciplinary gifted units and performance tasks in alignment with Common Core State Standards to increase the percent of 3rd - 8th grade students exceeding the standards, as evidenced by standardized test score measures (ISAT or other to be determined).	Keller will increase the percent of 3rd – 8th grade students exceeding the common core standards as evidenced on standardized test measures by 7%. Based upon last year's 3rd - 8th ISAT composite scores, the following grade levels have been identified as scoring below the 2010/11 exceeds composite of 92.2%: Reading – 6th (87.1%), 8th (75.0%); Math – 4th (90.9%), 5th (86.7%), 6th (83.9%); and Science – 7th (82.8%). The 2010/11 ISAT

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
If approved, innovation grant funds (\$100,000) will be utilized to provide year long professional development and instructional materials on a nationally recognized gifted interdisciplinary curriculum model to augment existing resources.	Instructional Materials	All	All	On-going			2011 -2012 planning year and professional development
In each classroom, conduct an audit of existing texts aligned to Common Core Standards and lexile scores. Invest in supplemental nonfiction texts by September , 2012	Instructional Materials	All	ILT Chair	Summer 2012			
Allocate funds for teacher professional development, including extended day pay and substitute service. ILT will assess student/teacher interest and needs to create a professional development plan that incorporates curriculum/assessment mapping, lesson plan development, and coaching focused on implementing Common Core Literacy standards by August 1, 2012 including special education.	ILT/ Teacher Teams	All	Administration and ILT Chair	Summer 2012			
Access education from other countries through the use of technology, such as web cameras, I Pads, or Droid applications	Instruction	All	All	Year 2			Technology

Strategic Priority 1

Longer core subject blocks will be planned to target interventions and enhance critical thinking learning through deep dives on thematic, interdisciplinary curriculum content aligned to the Common Core State Standards, as appropriate. Blocks of time will vary by age/grade/content, students' needs, and teacher expertise. Teachers collaborate to stagger project based assignments in order to balance students' total work load.	Instruction	All	All	Summer 2012			
Increase access for enrichment and extracurricular engagement	Parental Involvement	All	Administration	Summer 2012			Scheduling
Research and develop rubrics for authentic student work	ILT/ Teacher Teams	All	All	On-going			
Analyze assessments for backwards mapping	ILT/ Teacher Teams	All	ILT/Teacher Teams	On-going			ISAT, EXPLORE, NWEA
Analyze standardized and adaptive student performance data in order to differentiate instruction and assessments	ILT/ Teacher Teams	All	ILT/Chair	On-going			ISAT, EXPLORE, NWEA
Research the feasibility of incorporating consultant services for select enrichment activities under the direction of a certified teacher during the full school day. For example, engage students in a structured yoga and golf curriculum taught during physical education classes through the purchase of consultant services and First Tee National School Program	Instruction	All	Administration and Robert Eppley	Summer 2012			Consultants in theater, drama, music, choir, African Drumming, team sports, chess, yoga
Explore grant writing opportunities to increase funding	LSC/ PAC/ PTA	All	Administration and Committee	On-going			
Monitor student interactions and implement social/emotional programs	Instruction	All	All	On-going			Character education, anti bullying, peer mediation groups, Second Step program
Repair existing computers/laptops and purchase equipment contracts (copier/computers/Tech XL) and additional computer accessories, i.e., I Pads, for technology integration	Equipment/ Technology	All	Administration	Summer 2012			
Transition from FLEX to FLES given a Spanish Language program by an accredited Spanish Language instructor	Instruction	All	Ethelyn Wess	On-going			
Purchase cork strips for student art gallery schoolwide	Supplies	All	Administration	On-going			
Implement Battle of the Books, Young Authors program, external essay competitions, East of England Broadband Network Discovery Box, and secure library matching grants	Instruction	All	Linda Collins	On-going			



Strategic Priority 1

Allocate funds for students with autism to participate in annual Special Olympics at Cassell School	Instruction	Students With Disabilities	Roberta Gamboa and Robert Eppley	Quarter 4			
Schedule teacher collaboration, planning and implementation of co-teaching model. Continue to educate students with special needs within their LRE and/or within their peer groups.	Instruction	Students With Disabilities	Roberta Gamboa, Counselor, Staff	On-going			
Schedule teacher collaboration, planning and implementation of Response to Intervention (RtI)	Instruction	All	Kimberly Owens and Counselor	On-going			
Purchase a compatible software and to increase teacher/student use of technology, i.e., clickers, for teaching and learning	Equipment/Technology	All	Administration	On-going			Include cyber safety/e-tegrity in student use. Follow up with Ms. Shepard regarding clickers.
Teachers will collaborate to discuss application of the Socratic techniques (asking the right questions) to writing, debates, and mock trials	Instruction	All	All	On-going			
Allocate funds for hands-on materials in addition to textbooks for Science related content	Instruction	All	Michelle Dunne	Summer 2012			

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
Incorporate a gifted framework, including ability-appropriate complex text, performance tasks and high level critical thinking, to increase the overall EXPLORE composite scores. Utilizing Keller's 2011 EXPLORE composite as baseline data, the percentage of students attaining 20 -23 and 24- 25 composites will be increased with average subject gains of 3.4 points.	Keller's 2011 EXPLORE data indicates 10.7% of 8th graders attained 24-25; 50% attained 20-23; and 39.3% attained 16-19 composite. Keller students' average test scores are well above the national norm for the College Readiness Benchmarks (Keller/National Norm) in English (21.0/14.2); Math (19.4/15.1); Reading (20.1/13.8); Science (21.6/15.9) and Composite (20.6/14.9). Students experienced a mean decline in Math from 20.2

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Parents will be informed of the opportunity to participate in optional above level EXPLORE testing, at thier own expense. Participation in these tests will allow for comparison of their scores to 8th grade students across the country as well as to same grade level students participating.	Instruction	All	All	Summer 2012			EXPLORE Talent Search
In each classroom, conduct an audit of existing texts aligned to College Readiness Standards and invest in supplemental test preparation materials by June 1, 2012	Instructional Materials	All	ILT/Chair	Summer 2012			
Instructional Leadership Team (ILT) will create a professional development plan that incorporates workshops, coaching, and critical friends groups focused on implementing readiness for EXPLORE by August 1, 2012	ILT/ Teacher Teams	All	Administration and ILT/Chair	Summer 2012			
Analyze standardized and adaptive assessments for backwards mapping	ILT/ Teacher Teams	All	ILT/Chair	Summer 2012			EXPLORE, NWEA
Host High School Fair	Instruction	All	Counselor	Quarter 2			
Enhance upper level classroom libraries with the purchase of informational journals and other real world reading materials	Instruction	All	Linda Sue Collins	On-going			
Offer advanced English I, World History, Survey Literature, Biology, PreAlgebra, Algebra and Geometry to Levels 7 and 8, as appropriate.	Instruction	Other student group	Monique Lange, Gary Tesinsky, Regina Shields, Michelle Dunne, Kimberly Owens	On-going			Hands-on materials in addition to textbooks for Science related content



Strategic Priority 2

Maintain relationships with the Museum of Science and Industry and Argonne Laboratory for hands-on science activities. Utilize UIC physics van, Southwest Magnet Cluster Physics activities, LegoRobotics, Future Cities, and Science Fair participation to enhance instruction. Provide science coaching support to grade level teachers. Attend the National Teachers of Science Association conference to build professional capacity.	Instruction	All	Michelle Dunne	Quarter 2			
Continue National Junior Honor Society. Develop a connection to service learning hours.	Other	Other student group	Ethelyn Wess	On-going			
Longer core subject blocks will be planned to target interventions and enhance critical thinking learning through deep dives on thematic, interdisciplinary curriculum content aligned to the Common Core State Standards, as appropriate. Blocks of time will vary by age/grade/content, students' needs, and teacher expertise. Teachers collaborate to stagger project based assignments in order to balance students' total work load.	Instruction	All	All	Summer 2012			
Invest in online Math learning platforms such as Mathletics and Math Score to engage students and improve their results.	Instruction	All	Gary Tesinsky	Quarter 1			
Conduct outreach to former students and their parents for their reflections on Keller's program in preparing them for high school and beyond	Parental Involvement	All	Counselor	On-going			
Teachers will collaborate to discuss application of the Socratic techniques (asking the right questions) to writing, debates, and mock trials	Instruction	All	All	On-going			
Transition from FLEX to FLES to Immersion, as appropriate, given a Spanish Language program by an accredited Spanish Language instructor	Instruction	All	Ethelyn Wess	On-going			
Allocate funds for hands-on materials in addition to textbooks for Science related content	Instruction	All	Michelle Dunne	Summer 2012			



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
Build administrative, teacher, support staff, student, and school community capacity, which will result in a shared understanding of gifted and talented, an increased voice in instructional content decisioning, trusting relationships, and sustained high quality teaching and learning	Keller will build administrative, teacher, and support staff capacity, which will result in teachers a shared understanding of gifted and talented, an increased voice in instructional content decisioning, and sustained high quality teaching and learning. The knowledge attained by administration and staff will translate into targeted classroom observations, differentiated student interventions, increased rigor, and access to a variety of

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Schedule weekly Instructional Leadership Team (ILT) meetings during the school day	Instruction	All	Administration	On-going			
Provide pre conference, observation, and post conference teacher evaluation and coaching	Instruction	All	Administration				
Provide opportunities for peer coaching and cross classroom visitation to review curriculum, teaching strategies, and student learning.	Instruction	All	ILT/Chair	On-going			
If approved, innovation grant funds (\$100,000) will be utilized to provide gifted professional development and instructional materials to augment existing resources. Parents will be engaged to facilitate understanding a common language for the evolution of a thematic, interdisciplinary gifted model	Instructional Materials	All	Administration	Summer 2012			
Engage in two way communication with all stakeholders to build understanding regarding the appropriateness of a curriculum or framework created uniquely for gifted children	Parental Involvement	All	Administration and Staff	On-going			
Incorporate student travel and community service, which connects the classroom to the real world experiences to increase relevance and authenticate learning	Instruction	All	Administration and Staff	On-going			Springfield, Wisconsin, Washington D.C., Art calendar, Illinois Math & Science Academy
Offer training sessions to parents on the Parent Portal	After School/ Extended Day	All	Chalese Conley and Ethelyn Wess	Summer 2012			
Maintain external partnerships with Beverly Arts Center (Theater, Hip Hop Dance, African Drumming), Music Education Services, Children's Choir. Where possible, provide in school services to augment the full school day enrichment program.	After School/ Extended Day	All	Administration	On-going			



Strategic Priority 3

Offer Common Core State Standards, curriculum, and test preparation sessions to inform parents of ways to assist with their child's academic progress	After School/ Extended Day	All	Administration and Staff	On-going			
Create online access to facilitate the Parent Volunteer program to assist with KAA, PTA, in/out of school activities. Discuss parent incentives.	Parental Involvement	All	Administration, LSC, PTA, and KAA	On-going			
Conduct transitions meetings with parents at the end of the year at all grade levels to prepare for a smooth transition.	Parental Involvement	All	Administration and Staff	Quarter 4			
Offer annual open-house for students and their families to communicate information pertaining to enrollment in Gifted programs	Parental Involvement	All	Administration and Staff	Quarter 1			
Provide security for after school activities	After School/ Extended Day	All	Administration	On-going			
Continue to implement Keller Art Club, Art Day celebrations during school and after school	After School/ Extended Day	All	Amy Kintner	On-going			
Continue to implement Keller Family Literacy Night	After School/ Extended Day	All	Kimberly Owens, Diannia Jemison, Linda Walsh, Tammy Velazquez, and Roberta Gamboa	Quarter 3			
Continue to implement Keller Math and Science Night, Viva Technology, Mathcounts competition/extended day class	After School/ Extended Day	All	Chalese Conley, Gary Tesinsky, Michelle Dunne, Richard Choi, Regina Shields and Monique Lange	Quarter 4			
Continue to implement Real Men Read	Parental Involvement	All	Chalese Conley	Quarter 3			
Continue to implement Speech Arts Competition	Parental Involvement	All	Joan Bonnett and Diannia Jemison	Quarter 4			
Review Consortium on Chicago School Research for indicators to support high expectations and college going culture	Professional Development	All	Administration	Quarter 1			
Report students as truant who are taken out of school for recreational activities. Communicate negative effects of students with poor attendance to the entire learning community.	Parental Involvement	All	Administration	On-going			
Continue Student Council	Other	Other student group	Monique Lange	On-going			



Strategic Priority 3

Continue Student Yearbook Committee	Other	Other student group	Ethelyn Wess	On-going			

