Joyce Kilmer Elementary School (/school-plans/240) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/29/2016	Flynn, Foss, Qadir, Stevenson, Goldenberg, Papagianis, Forster, Crain Davis	SEF
02/02/2016	Flynn, Foss, Qadir, Stevenson, Goldenberg, Papagianis, Forster, Crain Davis	SEF
02/05/2016	All Staff	Evaluate school based on SEF in small teams
02/16/2016	Flynn, Foss, Qadir, Stevenson, Goldenberg, Papagianis, Forster, Crain Davis	SEF
03/01/2016	Flynn, Foss, Qadir, Stevenson, Goldenberg, Papagianis, Forster, Crain Davis	Determining priorities

03/15/2016	Flynn, Foss, Qadir, Giblin,Stevenson, Goldenberg, Papagianis, Forster	Gathering evidence
03/29/2016	Flynn, Foss, Qadir, Giblin,Stevenson, Goldenberg, Papagianis, Forster	Identifying strategies
04/05/2016	Flynn, Foss, Qadir, Giblin,Stevenson, Goldenberg, Papagianis, Forster	Identifying strategies
05/03/2016	Flynn, Foss, Qadir, Giblin,Stevenson, Goldenberg, Papagianis, Forster	Create action steps
05/17/2016	Flynn, Foss, Qadir, Giblin,Stevenson, Goldenberg, Forster	Revise strategies based on feedback
05/24/2016	Flynn, Foss, Qadir, Giblin,Stevenson, Goldenberg, Forster	Revise strategies based on feedback

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1   2   **3**   4

> Kilmer's identity, mission and vision are being incorporated into many aspects of the school. The website holds that information for the community and is translatable but may not be a resource for parents. Many teachers contribute to actions taken school wide through participation in grade band and subject oriented groups. Several actions have been undertaken to create and sustain coherent instructional program through unit planning, scope and sequence defining and regular grade band meetings. Several subject area committees have undertaken the task of codifying specific best practices to achieve even more consistency across the grade band and vertically through the elementary school experience. There is a process for sharing information in an appropriate manner to buffer the potential for distraction through dis-information.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1   2   **3**   4

> The Kilmer ILT is always asking about programs. We are in the process to finding solutions to the problems that exist, and addressing past mistakes. The ILT looked deeply at the 5 essentials and the priority areas that impact instruction and targeted intentional practices to better inform instruction and deliberately target areas of concern. The ILT is representative of the whole school. The ILT currently utilizes protocols to guide conversations. The ILT is targeting instruction across the school, but schoolwide, focusing on tier-1 instructional practices. The ILT has worked to gather information to inform instructional practices based on data (NWEA, walkthroughs, observations, surveys, focus groups, etc). The ILT meets regularly, has a clearly established protocol, agenda and minutes. The ILT has developed

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 **3** 4

More professional development opportunities are needed
We are good at using data to guide our instruction
PBIS interventions being implemented
Knowledge center resources being used more regularly
MTSS is making a big impact at Kilmer and is continuing to receive more teacher buy in in terms of tracking students and collecting data

Implement and sustain on-going, job-embedded professional learning (coaching, peer learning opportunities, action research).

Paws for Applause great to learn about best practices approaches as well as vertical alignment among grade level

Structure time for teacher to collaborate and learn together.
Release planning time beneficial for collaboration purposes

Make safe practice and integral part of professional learning.

Middle school teaming successful
Principals provide honest feedback about classroom observations and allow teachers to grow and try new teaching strategies (ex. Inclusive practices)
Remediation plans for teachers who need more support or who have not received the ratings they had hoped for

Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.
Admin very supportive when teachers want feedback or for finding ways to grow and improve
Student concern form helpful

Provide instruction and support for new teachers.

No formal policy for new teachers in terms of securing a mentor teacher to rely on
We have informal mentoring among peers or colleagues- lots of teachers are willing to lend a hand and help others
Solid teacher handbook with important school wide information has been distributed for teacher use
SWE beginning of the year tour

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.

- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 **2** 3 4

Notes from Stevenson
the Kilmer budget is aligned specifically to the goals and objectives within the CIWP. Kilmer school teachers procure donors' choose grants, but sytematic seeking and procurement of grants does not exisit at this time. An inconsistency occurs with hiring. Sometimes there are hiring committees sometimes teachers and staff are hired without a committee - this is usually due to short timelines.Kilmer does not utilize an exit interview process for departing staff members. There are partnerships, but the coordination of partnerships with community and support organizations is not consistent at this time. purchasing procedures are being streamlined, but shipping and distribution are sometimes delayed.

Guide for Aligned Resources
- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.

- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

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Expectations for depth & breadth of Student Learning

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 **2** 3 4

> Literacy Frameworks in some grades, Go math curriculum, NGSS standards for science, Fundations and Wilson. Kilmer teams have worked to use the content frameworks as frameworks to support the development of comprehensive units. New use of EL teachers as push-in/pull-out to meet students' needs. Interventions and core curriculum have been identiied at all grade levels for math, science, and partially for literacy.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational**

in all content areas.
- Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
        - Use English and native language development in addition to content standards to differentiate for English learners.
        - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 **2** 3 4

> Notes from Stevenson

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
    - Are selected and adapted based on learning objectives and learner needs.
    - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
    - Student outcomes and developmental appropriateness determine when and who will use the materials.
    - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
    - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
    - Materials are in English and native language for English learners.
    - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
    - Students interact with instructional materials to engage all modalities in the learning process.
    - Technology is integral to students learning experiences.
    - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

We are doing a satisfactory job creating an environment where students should perserve. We are creating an infrastructure in which students are able to receive help. We have established learning communities and before and after should programs. However, students are not necesarrily rising to the occasion. We could do more to inspire and create intrinsic motivation. We are moving in the direction in planning more rigorous tasks for students. Our tasks are aligned to the standards. This is based on our curriculum. However, based on the 5 essentials report from last year and collaboration with teachers in the building, we are still in the process of planning more rigorous tasks that engage all students and focus on developing skills for the 21st century learners. We could also work on aligning tasks to the WIDA standards based on our student population. We are doing a good job of using complex texts and citing evidence from texts. Most teachers are using a variety of genres to address all standards. We need to do a better job selecting complex nonfiction texts. In math based on our curriculum, we are meeting needs across levels. We are aligning instruction to the standards. We are moving in the direction of doing more complex tasks that require discussion ("math talk"). Based on the 5 essentials report, we need to create more rigorous tasks and provide students with the skills to solve them. Students are doing some authentic work (i.e. recycling club, debate team outside the school, dance competition, class presentations). However, we need to begin doing more meaningful assignments that require them to interact with members of the community and other grade levels in the school. We need to give students more opportunities to do projects outside of their classroom and participate in more competitions and assemblies. We need to reflect more about the work and the cognitive demands of our priority groups. We need to assess the rigor of assignments for each of our priority groups and those assignments will not always look the same. As teachers, we need to collaborate when we look at our assessments. Based on our reflections, we can then plan appropriate tasks for the future.

Guide for Rigorous Student Tasks
- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-

dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.

- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1 2 **3** 4

Kilmer currently has no clearly established process for transitioning students from grade to grade at this time other than the transition of cumulative records and teacher-determination of class rosters. students in the middle school are exposed to multiple opportunities to access the world around them - career day, mini-courses, learning celebrations, partnerships with univeristies, partnerships with theatres, Operation Graduation, Summer Academy for language, High School Panel, 21st Century before and after school programming. Kilmer 7th and 8th graders are porvided access to high school coaches to explore and prepare for high school options

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**

- Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
- Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 **2** 3 4

inconsistent communication of standards-based learning objectives aligned to assessment. Inconsistent questioning beyond asking a single path of inquiry. inconsistent Scaffolded instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks. inconsistent targeted supports to individual students or groups of students based on their identified needs.
inconsistent checking for understanding and assessment of student growth and attainment. inconsistent adjustment of lessons to address student learning and deficits

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**

- Guide students to articulate the relevance of the objective(s) to learning.
- Anticipate possible student misunderstanding.
- Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
- Enable students to contribute to extending the content by explaining concepts to their classmates.
- Build on students' language development and understanding of content.
- Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
  - **Use questioning and discussion as techniques to deepen student understanding and challenge.**
    - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
    - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
    - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
    - Require students to cite textual evidence to support/develop a claim.
  - **Engage students in learning.**
    - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
    - Provide targeted supports to individual students or groups of students based on their identified needs.
    - Provide instruction designed to develop language domains for English learners.
  - **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 **2** 3 4

Tier One
Timely:
Intervention is not as intentional as it could be and not always based on student needs
Learning Communities- needs to be reading and math
Treat like "Learning Stations"?
Who works with who? Should it be broader than just by grade-level?
Formative Assessment:
Teachers use District Assessments to review data, how does that translate to instructional practice?
Progress Monitoring:
Need universal screener
Using reading A-Z for tracking level (comprehension and fluency)
Easy to write goals around moving levels
Go Math
missing progress monitoring piece
materials need accessibility (ex. 3rd grade needs access to K)
Groupings are still a struggle
Goals
Tracked mainly by teacher
NWEA goal sheets shared with parents at some grade levels
Could LC teachers make goals and track?
Grading:
Grade Added Value?
Is it based on minutes with service provider? IEP?
"On Track" form-- not everyone familiar
Not clear with expectations
How is this communicated with sp. ed. teacher?

Tier 2 and 3
Communication with Social Worker unclear. Strategies not always shared, goals, etc.
SPAA share goals, strategies and progress regularly (newsletter)
Sp. Ed. grading unclear, increase strategies to support sp. ed. students
Time an issue
Can we have time on PD days to touch base with service providers?

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

1 **2** 3 4

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

> Use DIBELS, Reading 3D, NWEA, Problem of the month, Assessments tied to units, PARCC
> Kilmer utilizes multiple assessments, but there is still disconnect betweeen function and identification of assessments used for both formative purposes and summative purposes. Kilmer needs to establish a learning cycle process by which assessment data can be reviewed and goals and strategies can be determnd to inform instruction

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
    - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
    - Work together on building common assessments within a department, course, or grade level team.
    - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
    - Use common protocols and calibrate on scoring and grading in teacher teams.
    - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
        - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
        - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.

- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

Score

1 **2** 3 4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

> established mission and vision exist but implementation and shared believe are inconsistent school wide amongst teachers, staff, students, family and community members.Staff inconsistently make learning goals relevant to students, and inspire students to stay committed to their learning goals.
> Inconsistently communicate the expectation that all students can achieve at high levels. There is a lack of consistent and informative feedback aligned to standards for students across grade levels.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.

- ○ **Develop academic mindsets and behaviors.**
  - ▪ Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - ▪ Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - ▪ Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - ▪ Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 **2** 3 4

Check in and check out is a good program- needs more fidelity and needs to be amped up
Room to grow and find improvements
Continue to build trusting relationships with students and consistency
Teacher and student restorative conversations should be acknowledged
Cochran and Rutherford student mentoring groups- build trust and learned life skills

Adult- student interactions are positive, caring, and respectful. Ensure a greater portion of interactions are positive between staff and student consistently school-wide

SWE expectations system is great (need more teacher participation and consistency)
Color House system is great- students take ownership
Adults treat students respectively.
Calm school climate

Student interactions are mutually supportive and respectful, with strong norms for positive behavior.

Build more mentoring relationships among classrooms (older kids working with younger kids)
More support in the diverse learner classrooms/ partnerships
Color house initiation for 5th to 6th grade ceremony successful and built student enthusiasm for joining the middle school

Understand diversity and its' impact on student learning; recognize and integrate learning opportunities that come from a diverse community.

More community opportunities should be available for students to learn about their neighborhoods
English parent classes implemented and taking off, need more "buy in"
Special education teacher survey being created and will be available for parents to put in their input in terms of their child's education

Support and respect one another, personally and professionally.

Teachers need to have more honest conversations with each other if their is an issue that is derailing their teaching or the school climate
People need to respect each other opinions
We do a good job of respecting different teacher's crafts and specialties
Lots of teacher work before and after school - Kilmer offers ASAS 50 PROGRAMS

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1   2   **3**   4

> Students at Kilmer have a plethora of choices for extracurricular and enrichment opportunities. Some are also needs driven such as "operation graduation" amongst others. Kilmer does not have a specific rigorous curriculum in place at the present time. Questioning and inquiry are increasingly being used by teachers and small student directed service oriented projects are taking place. A nascent restorative justice system may bring more student directed problem solving. Additional service learning opportunities could reach more students and incorporate students across the grade levels. Color houses could have year long service projects. Students have meet with local elected representatives and have engaged in civic projects outside the school building through beautification of the streets or school campus. Civic engagement could be channeled through a student directed month newsletter posted on the Kilmer website.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement

solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards

Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

We do have protocols in place for safety but, we need to do a better job of securing the building. We see unannounced people entering doors that have been left open. We need security to respond when call buttons are used. Not all call buttons work in all classrooms. Some classrooms cannot hear announcements in their classrooms. Some opinions are valued and people are allowed to share opinions. However at times, when honest concerns or problems are shared in an effort to solve or address issues, they are seen as negative comments or complaints. Thus, some people have shied away from sharing their ideas or becoming involved for fear of looking "poorly." We do have clear protocols and procedures for emergency situations. They are listed in our school handbook and teachers have received training. We need to more practice in implementing these practices. Teachers have protocols set up in their classrooms. The school handbook and the SWE handbook outlines protocols for transitions and arrival and dismissal times. Systems have been put in place. Teachers could do a better job following these protocols at all times. We have a framework in place for positive behavior (SWE framework). There are shared expectations for expected behavior in the SWE handbook. Teachers need to work harder to follow the framework. Some teachers model and reinforce behavior expectations however, all teachers need to get involved. Some teachers feel that discipline issues are not addressed when referred to a higher authority. This escalates behavior problems because it creates a lack of respect between teachers and students. We have proactive, instructive, and restorative approaches in place through SWE practices, MTSS protocols, and calm classroom. Some teachers feel disruption in their classroom when students are reassigned to their room. Additionally, based on the 5 essentials report, we need to work on making students feel safer in the building.

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).

- Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
  - **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
    - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
  - **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
    - All adults use active supervision (move, scan, and interact) in all settings.
  - **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
  - **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score

1   2   **3**   4

Clear Expectations--- seen in various settings
Posters present throughout building
Fun Friday reinforces positive behavior--builds morale
Increase in rules and structure
Lunchroom procedures have decreased incidences
Recess coaches following through and decreasing problem behaviors

Parent contact is being made in more positive ways making relationships better for when negative behavioral talks must take place ((bilingual parent meeting, parent room, ESL classes, robocalls, monthly newsletter, family movies nights)

Power struggles have decreased dramatically due to increased respect between teachers and students--- all credited to increased resources

Recess coaches following through and increasing student performance

2nd Step- beneficial due to best practice research and supports student needs

Sticker cards-
Students enjoy--- simple positive recognition, not even tangible rewards
Store is more efficient
Store flexibility fits teacher schedule
ISS is restorative
Code of Silence training great for students

Action Items:
Clarify that PBIS is housed in MTSS
Align school store to CCSS standards as mini-lesson
How can we help kids NOT lose stickers?
Make an example schedule for teachers of how to use store and do housekeeping (new library books, hw folders, etc) to maximize class time
Increase CHAMPS
ISS- protocol for work completion and next steps for when student finishes, recess placement, list of jobs to complete (stapling, etc)
Follow up after discipline occurs is still low--- floor leaders?
Flowchart of who is in charge
Code of Silence training for younger kids
Parent training--tardy and attendance, uniform importance

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

1 **2** 3 4

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Our environment is warm and inviting. The office staff is friendly and helpful. The parent room is available for parent meetings and parent programs. Some parents feel their concerns are not addressed when they are voiced in the office or on the pink forms. We do have some opportunities for family participation like assemblies, movie night, parent-child activities in Pre-K, block party, curriculum night, award assemblies and learning celebration, the circus, talent show, ESL parent class. However, we need to plan and host more activities for parents and community members. We provide information to parents through parent meetings, monthly newsletters, the marquee. We have a protocol in place for parents to voice their concerns. Parents may also voice opinions at LSC meetings or through surveys sent from the school. Some parents do feel that their concerns are addressed in a timely manner or at all. We do have some parents that volunteer in the school and are very helpful to staff members. Most teachers inform parents about grade level expectations and communicate with parents about learning goals. Some teachers regularly call parents and/or send home classroom newsletters, certificates, or other pieces of evidence of learning. We should do a better job of engaging families as partners. We need to plan more activities that will involve volunteers and activities that allow parents to actively participate in their child's learning. We have programs in school to assist students with specialized needs. Our clinicians provide needed support to small groups of students. Kilmer has a partnership with C4 to provide counseling services. Kilmer sends out robo calls to inform parents. Newsletters are translated. Parents receive report cards in their language. Robo calls should be translated to other languages.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 [⊘]
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 [⊘]
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 [2] 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 [3] 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 [⊘]
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 [⊘]
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 [4] 5 ⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 [⊘]
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 [⊘]
2	Expectations for Quality & Character of School Life: Relational Trust	[1] 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 [⊘]
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 [⊘]
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 [⊘]
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 [⊘]
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 [⊘]

| 3 | Expectations for Quality & Character of School Life: Safety & Order | | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Elementary) 18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to student growth in reading.	83.00	66.00	75.00	80.00
National School Growth Percentile - Math				
Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to student growth in math.	72.00	66.00	75.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	62.50	*(Blank)*	67.00	70.00
African-American Growth Percentile - Reading				
Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	80.00	43.00	50.00	60.00
Hispanic Growth Percentile - Reading				
Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	83.00	71.00	77.00	83.00
English Learner Growth Percentile - Reading				
Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	*(Blank)*	80.00	85.00	90.00
Diverse Learner Growth Percentile - Reading				
Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	77.00	27.00	50.00	60.00
African-American Growth Percentile - Math				
Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	67.00	63.00	70.00	75.00
Hispanic Growth Percentile - Math				

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	61.00	58.00	65.00	70.00

English Learner Growth Percentile - Math

Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment. Additionally, EL supports are provided to all EL students. Newcomers receive targeted supports.	(Blank)	98.00	98.00	99.00

Diverse Learner Growth Percentile - Math

Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	69.00	45.00	50.00	60.00

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

Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	40.00	44.00	50.00	67.00

National School Attainment Percentile - Math (Grades 3-8)

Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	42.00	54.00	60.00	67.00

National School Attainment Percentile - Reading (Grade 2)

Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	47.00	35.00	50.00	60.00

National School Attainment Percentile - Math (Grade 2)

Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment.	58.00	19.00	50.00	60.00

% of Students Making Sufficient Annual Progress on ACCESS

Comprehensive MTSS process in the second year of implementation and strengthened accountability measures monitored by administration and the ILT will lead to an increase in student growth and attainment. Additionally, EL supports are provided to all EL students. Newcomers receive targeted supports.	50.00	52.60	55.00	60.00

Average Daily Attendance Rate

The MTSS team will be targeting student attendance in grade band meetings and during the MTSS process.	94.50	95.20	95.75	96.00

My Voice, My School 5 Essentials Survey

The ILT is targeting ways to improve instruction, to increase parent connections and to build relational trust with all members of the school community.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
(1) teacher training to ensure understanding of standards and planning, (2) plan across grade levels to ensure alignment of scope and sequence with all standards targeted, align unit plans to the scope and sequence, (3) create activities within the unit plan with differentiated materials and instruction,(4) analyze student data to provide tiered instruction to meet student needs, (5) create protocols for fidelity of implementation, (6) provide supports for teachers as needed	(1) greater teacher understanding of standards through unit plans, activities, student work, and assessment data,(2) teacher to teacher discourse, vertical and horizontal alignment among grade levels (3) detailed unit plans with specific goals and tasks for differentiated groups based on teacher review of formative assessments (4) greater teacher understanding of student needs and adapting tasks and lesson appropriately (5) teacher observation of peers, administration observation and checks involving tasks and teacher plans (6) coaching and training of teachers on targeted subjects	(1) consistent alignment and application of standards for instruction (2) students being consistently exposed to and demonstrate mastery of standards, (3) student to student discourse, growth shown in priority groups, increased engagement and student confidence in ownership of their learning (4) increase in attainment in NWEA (Reading, Math, Science), PARCC, ACCESS (5) greater consistency of standards being taught, relational trust and appreciation among staff, (6) improved REACH ratings of staff and school, greater understanding of standards and instructional skill

Tags:
Ngss, Assessment design, Ubd, Ccss literacy, Ccss math

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Analyze NWEA and other test data after testing periods at grade level meetings and set goals for our students based on learning continuum	Admin, ILT, teachers	Sep 5, 2016 to Jun 22, 2018	NWEA analysis built into the grade band calendar	On-Track

Formative assessment

During grade level/flex pd/release planning we will learn, share, and model discussion techniques to increase teacher capacity to facilitate student discussion, that will lead to student led discussions.	Admin, ILT, teachers	Sep 5, 2016 to Dec 22, 2016	Peer observations, walk-throughs	On-Track

Student discourse

Identify complex differentiated texts aligned to standards, objectives, and essential questions to reach all learners	Admin, ILT, teachers	Sep 5, 2016 to Dec 22, 2016	Enhanced unit plans	On-Track

Differentiated instruction

Analyze and revise unit plans to ensure backward planning and task/assessment relationship	Admin, ILT, teachers	Sep 5, 2016 to Dec 22, 2016	monthly collaborative review of assessment, rubric, and student work utilizing ILT made alignment check rubric	On-Track

Dok and ubd

Facilitate and explicitly teach a variety of discussion strategies to promote peer collaboration and questioning, it will lead to better thinkers and problem solvers.	Admin, ILT, teachers	Aug 29, 2016 to Dec 22, 2016	*(Blank)*	Not started

Student discourse

| Fidelity checks | (Blank) | select | (Blank) | Not started |

Fidelity

Strategy 2

If we do...	...then we see...	...which leads to...
(1)If we create rubrics aligned to the standards, create a variety of authentic tasks (targeting different types of learners) that require ****, aligned to the rubrics, share reflect, and revise tasks at grade band meetings, (2)use a variety of complex texts, (3)establish protocols and fidelity checks for implementation of units and use of materials in all subject areas, (4)use, teach, and model a variety of discussion techniques	(1)work aligned to the common core standards, teacher collaboration within grade levels and across grade levels, (2) students developing and using strategies to navigate through grade-level and above grade-level text, (3) vertical alignment across grade levels, (4) a greater percentage of teacher facilitation of learning rather than teacher led instruction, student-to-student discourse	(1)increase in students' growth and attainment, greater teacher and student accountability, greater student engagement, greater student investment and ownership in learning, student initiation of learning, the development of students who are problem solvers and who are 21st century learners

Tags:
Authentic tasks, Student work protocol, Student discourse

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
learn how to select tasks that are tied to standards	Admin, ILT, teachers	Aug 29, 2016 to Jun 23, 2017	Unit plans, student tasks, assessments	On-Track

Standards-based instruction, Standard mapping

| use the FOSS kits to teach science | Teachers | Aug 29, 2016 to Jun 23, 2017 | Science units, student tasks, assessments, peer observations, admin observations | On-Track |

Ngss

| Assess our own assessments and collaborate with our peers to create assessment that are aligneed to the standards, we will build more rigorous tasks for our students | Admin, ILT, teachers | Aug 29, 2016 to Mar 24, 2017 | Assessment rubric, student tasks, common assessments | On-Track |

Standards based grading

| Create rubrics aligned to standards | Teachers | Aug 22, 2016 to Mar 24, 2017 | Rubrics, scope and sequence | On-Track |

Rubrics

| Revise and develop unit plans inclusive of identified student tasks | Teachers | Aug 29, 2016 to Mar 31, 2017 | Unit plans monitored against an assessment rubric, reviewed monthly? learning cycles? quarterly? | On-Track |

Unit planning

Strategy 3

If we do...	...then we see...	...which leads to...
(1)Drop-in visits to each other's classrooms. (2) Share expertise in units and lessons. (3) Share PD trainings. (4) Follow protocols set forth in the handbook. (5) Allow for feedback. (6) Create standards for positive language and environments and visit them often. (7) Invite diversity into our school through PDs and outside facilitators. (8) Plan events to celebrate and recognize the diversity of our students and families. (9) Provide teacher and student mentoring programs	(1) Differences in colleague strategies and lesson implementation. (2) Teachers reviewing varying units and grade level standards and curriculum. (3) Adaptation of information provided by staff. (4) Rules being followed and clarification of procedures. (5) Reflection of oneself. (6) calmer reactions. (7) respect and rapport for differences. (8) more involvement and investment in our school. (9) supportive colleagues and students working together	(1) Better understanding of instruction and classroom management. (2) Appreciation for fellow colleagues. (3) Enhancing and expanding staff's knowledge. (4) respect for one another. (5) opening of one's mind to other ideas for overall instruction and planning. (6) respect for and from students and staff. (7) more comfortable atmosphere and acceptance. (8) Sense of school-wide pride (9) safe and secure environment where everyone is included

Tags:
Diversity, Peer to peer observations

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Conduct teacher to teacher observations and walk throughs	Admin, ILT, teachers	Aug 29, 2016 to Jun 22, 2018	PAWS for applause, Novel Idea,, Evidence from walk through, Survey	On-Track

Peer observation

Set up teacher/teacher in house mentoring system	Admin	Aug 29, 2016 to Nov 30, 2016	Mentoring Program, Survey	Behind

Mentoring

Set up teacher/student in house mentoring system	Admin, ILT	Aug 29, 2016 to Dec 30, 2016	Mentoring Program, Survey	Behind

Mentoring

Provide student and staff training in issues of diversity	Admin, ILT	Aug 26, 2016 to Dec 30, 2016	*(Blank)*	On-Track

Diversity

Provide social media training, including impact on relationships for staff and students	Admin, ILT	Aug 29, 2016 to Jun 23, 2017	*(Blank)*	Not started

Social media

Add a relational trust protocol: check before finishing meetings, lessons, etc.	Admin, ILT	Aug 29, 2016 to Sep 30, 2016	Add to agendas	Completed

Protocols

Create and apply norms for professionalism	Admin, ILT	Aug 29, 2016 to Sep 30, 2016	Handbook, compliance checks	On-Track

Professionalism

Strategy 4

If we do...	...then we see...	...which leads to...

(1) provide ongoing trainings on MTSS (2) have a clear system of support for teachers specific to their grade levels (3) provide a system of data collection with training (4) efficient use of data and progress monitoring (5) targeted intervention groups (6) review the On Track data every 5 weeks (7) communicate with parents regarding targeted student progress

(1) More participation and discussion around the MTSS process (2) grade level discussions around targeted students with committee support (3) reliable data collected, analyzed, and monitored (4) targeted intervention groups (5) progress monitoring targeted to specific skills (6) increased awareness of student progress (7) increased parent involvement

(1) understanding of MTSS and the process (2) increased collaboration and contribution around the problem solving process for targeted students
(3) efficient use of data and progress monitoring (4) multi-tiered systems of supports in flexible learning environments (5) effective use of personalized student learning plans with rubrics (6) target supports for students off track (7) a greater alignment of supports between the school and home environment

Tags:
MTSS, Academic mtss, Mtss-sel

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Identify and procure reading interventions to target areas of deficit across all grade levels	Admin, ILT, MTSS committee, Literacy committee	Sep 1, 2016 to Jun 30, 2017	Materials and checks for use	Completed

Literacy/Reading, Interventions and supports

Create and manage a resource room for checking out tiered supports.	Admin, ILT	Jul 1, 2016 to Dec 30, 2016	Resource room	Not started

Resources

Identify and procure writing interventions to target areas of deficit across all grade levels	Admin, ILT, MTSS committee, Literacy committee	Jul 1, 2016 to Dec 30, 2016	Materials and checks for use	On-Track

Writing interventions

Identify and procure math interventions to target areas of deficit across all grade levels	Admin, ILT, MTSS committee, Math committee	Jul 1, 2016 to Dec 30, 2016	Materials and checks for use	On-Track

Math interventions

Develop and utilize protocols for identifying interventions and supports	Admin, ILT, MTSS committee	Jul 1, 2016 to Dec 30, 2016	*(Blank)*	Completed

Protocols

Develop and use a protocol to use a grade bands to identify students in need of supports and how to provide it.	Admin, ILT, MTSS committee, grade band teams	Jul 1, 2016 to Dec 30, 2016	Protocol, meeting notes	On-Track

Student supports

Action Plan

District priority and action step	Responsible	Start	End	Status

Task	Owners	Start	End	Status
✚ Analyze NWEA and other test data after testing periods at grade level meetings and set goals for our students based on learning continuum Tags: Ngss, Assessment design, Ubd, Ccss literacy, Ccss math, Formative assessment	Admin, ILT, teachers	Sep 5, 2016	Jun 22, 2018	On-Track
✚ During grade level/flex pd/release planning we will learn, share, and model discussion techniques to increase teacher capacity to facilitate student discussion, that will lead to student led discussions. Tags: Ngss, Assessment design, Ubd, Ccss literacy, Ccss math, Student discourse	Admin, ILT, teachers	Sep 5, 2016	Dec 22, 2016	On-Track
✚ Identify complex differentiated texts aligned to standards, objectives, and essential questions to reach all learners Tags: Ngss, Assessment design, Ubd, Ccss literacy, Ccss math, Differentiated instruction	Admin, ILT, teachers	Sep 5, 2016	Dec 22, 2016	On-Track
✚ Analyze and revise unit plans to ensure backward planning and task/assessment relationship Tags: Ngss, Assessment design, Ubd, Ccss literacy, Ccss math, Dok and ubd	Admin, ILT, teachers	Sep 5, 2016	Dec 22, 2016	On-Track
✚ Facilitate and explicitly teach a variety of discussion strategies to promote peer collaboration and questioning, it will lead to better thinkers and problem solvers. Tags: Ngss, Assessment design, Ubd, Ccss literacy, Ccss math, Student discourse	Admin, ILT, teachers	Aug 29, 2016	Dec 22, 2016	Not started
✚ Fidelity checks Tags: Ngss, Assessment design, Ubd, Ccss literacy, Ccss math, Fidelity				Not started
✚ learn how to select tasks that are tied to standards Tags: Authentic tasks, Student work protocol, Student discourse, Standards-based instruction, Standard mapping	Admin, ILT, teachers	Aug 29, 2016	Jun 23, 2017	On-Track
✚ use the FOSS kits to teach science Tags: Authentic tasks, Student work protocol, Student discourse, Ngss	Teachers	Aug 29, 2016	Jun 23, 2017	On-Track
✚ Assess our own assessments and collaborate with our peers to create assessment that are aligneed to the standards, we will build more rigorous tasks for our students Tags: Authentic tasks, Student work protocol, Student discourse, Standards based grading	Admin, ILT, teachers	Aug 29, 2016	Mar 24, 2017	On-Track
✚ Create rubrics aligned to standards Tags: Authentic tasks, Student work protocol, Student discourse, Rubrics	Teachers	Aug 22, 2016	Mar 24, 2017	On-Track
✚ Revise and develop unit plans inclusive of identified student tasks Tags: Authentic tasks, Student work protocol, Student discourse, Unit planning	Teachers	Aug 29, 2016	Mar 31, 2017	On-Track
✚ Conduct teacher to teacher observations and walk throughs Tags: Diversity, Peer to peer observations, Peer observation	Admin, ILT, teachers	Aug 29, 2016	Jun 22, 2018	On-Track
✚ Set up teacher/teacher in house mentoring system Tags: Diversity, Peer to peer observations, Mentoring	Admin	Aug 29, 2016	Nov 30, 2016	Behind
✚ Set up teacher/student in house mentoring system Tags: Diversity, Peer to peer observations, Mentoring	Admin, ILT	Aug 29, 2016	Dec 30, 2016	Behind
✚ Provide student and staff training in issues of diversity Tags: Diversity, Peer to peer observations, Diversity	Admin, ILT	Aug 26, 2016	Dec 30, 2016	On-Track
✚ Provide social media training, including impact on relationships for staff and students Tags: Diversity, Peer to peer observations, Social media	Admin, ILT	Aug 29, 2016	Jun 23, 2017	Not started
✚ Add a relational trust protocol: check before finishing meetings, lessons, etc. Tags: Diversity, Peer to peer observations, Protocols	Admin, ILT	Aug 29, 2016	Sep 30, 2016	Completed

District priority and action step	Responsible	Start	End	Status
✚ Create and apply norms for professionalism Tags: Diversity, Peer to peer observations, Professionalism	Admin, ILT	Aug 29, 2016	Sep 30, 2016	On-Track
✚ Identify and procure reading interventions to target areas of deficit across all grade levels Tags: MTSS, Academic mtss, Mtss-sel, Literacy/Reading, Interventions and supports	Admin, ILT, MTSS committee, Literacy committee	Sep 1, 2016	Jun 30, 2017	Completed
✚ Create and manage a resource room for checking out tiered supports. Tags: MTSS, Academic mtss, Mtss-sel, Resources	Admin, ILT	Jul 1, 2016	Dec 30, 2016	Not started
✚ Identify and procure writing interventions to target areas of deficit across all grade levels Tags: MTSS, Academic mtss, Mtss-sel, Writing interventions	Admin, ILT, MTSS committee, Literacy committee	Jul 1, 2016	Dec 30, 2016	On-Track
✚ Identify and procure math interventions to target areas of deficit across all grade levels Tags: MTSS, Academic mtss, Mtss-sel, Math interventions	Admin, ILT, MTSS committee, Math committee	Jul 1, 2016	Dec 30, 2016	On-Track
✚ Develop and utilize protocols for identifying interventions and supports Tags: MTSS, Academic mtss, Mtss-sel, Protocols	Admin, ILT, MTSS committee	Jul 1, 2016	Dec 30, 2016	Completed
✚ Develop and use a protocol to use a grade bands to identify students in need of supports and how to provide it. Tags: MTSS, Academic mtss, Mtss-sel, Student supports	Admin, ILT, MTSS committee, grade band teams	Jul 1, 2016	Dec 30, 2016	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain

unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy   Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

> Parent meetings offered monthly to include parents in the decision making processes. Parents are offered the options to participate as room parents and as chaperones on any and all field trips. The CIWP is reviewed bi-annually with the LSC at an open meeting.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> September 15, 2016 - proposed annual title 1 meeting at 9:30 am and PAC T1 Parent meetings offered monthly to include parents in the decision making processes. Parents are offered the options to participate as room parents and as chaperones on any and all field trips. The CIWP is reviewed bi-annually with the LSC at an open meeting. Annual T1 -Organizational Meeting - Tuesday, September 27. 2016 at 10:30am in the school library.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

> Information is sent home with students in folders, available at the parent table at the main entrance, posted on the marquee, posted in the school's website, and provided via robo call, email, and text message to parents.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

> Kilmer School regularly holds meetings for parents at the parents' requests to address needs an allow for questions. Beginning in the 2016-2017 school year, administration will offer quarterly tea meetings with parents in the school's library. information about these meetings will be sent home with students in folders, available at the parent table at the main entrance, posted on the marquee, posted in the school's website, and provided via robo call, email, and text message to parents.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> Information about the distribution will be sent home with students in folders, available at the parent table at the main entrance, posted on the marquee, posted in the school's website, and provided via robo call, email, and text message to parents. The actual distribution will happen through student backpacks

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

> Kilmer Elementary ensures that all students are educated by highly qualified teachers. In the event that a teacher is not highly qualified, parents will be notified via written notice in the native language (when available).

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

> Kilmer will offer professional development for parents to better understand the content standards and how Kilmer provides instruction to students.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> Parents will be offered ESL classes 2x/week for the school year. If interest is expressed for technology literacy classes or any other classes, those classes will be brought to the PAC and BAC for discussion and consensus and then offered to parents.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Expectations around inclusion of parents in the learning environment are outlined in the handbook and in the beginning of the year presentation for teachers. Teachers are expected to outline parent opportunities in their welcome letters each fall.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

At least quarterly, programs are offered to involve parents in the school community. Examples include: curriculum night, science night, reading night, Early Childhood Family activities, Family Movie Nights etc.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All information is sent home with students in folders, available at the parent table at the main entrance, posted on the marquee, posted in the school's website, and provided via robo call, email, and text message to parents - typically in home language when available..

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Kilmer Vision 2.0
Through rigorous instruction, Kilmer will develop culturally aware and socially responsible citizens who are able to make informed decisions and positively contribute to a global society.

Our Core Values:
High Expectations
Integrity
Unity
Respect

We Believe:
all students can learn
education provides the tools for people to make informed choices
school should be a safe place for people to learn, grow, and explore
school provides access to experience
perseverance, reflection, awareness, citizenship, and problem solving can and should be explicitly taught and learned
appreciation of and participation in the arts are essential components of development
technology provides access and opportunity
health, wellness, and physical activity enhance academic success and quality of life
the learning environment should be challenging, engaging, and fun

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

1st and 3rd quarter report card pick ups
Curriculum Night - the 2nd week of school
Quarterly parent-teacher conference request forms for targeted students
Open house - 3rd and 4th quarters for families
Weekly tours on Fridays at 9:30am

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Reports are available through the Parent Portal online. Teachers also provide parents

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Staff are available during their preparation periods to meet with parents. Parents are welcome to come to the office to schedule meetings with teachers. Teachers also provide parents with additional times of availability through their welcome letters at the beginning of the year. All teachers are available via email and are expected to respond to parent communications via email promptly.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Every classroom provides the opportunity for a room parent and for volunteer opportunities. Parents are welcome at any time at Kilmer as long as the presence does not interfere with the learning of the students.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents are expected to review agendas and school work daily. Parents are expected to report student attendance to the attendance staff.Parents are encouraged to attend family nights and engage in learning with their students.

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

2x annually, Kilmer holds report card pick up days. At these events, all parents are expected to meet with their children's teachers to discuss progress and education. Teachers additionally make themselves available beyond that time to discuss their children's education with parents.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students are expected to meet the School Wide Expectations set forth. Students are expected to know and understand the school handbook. students are expected to participate in all school wide activties

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increast student academic achievement through parental involvement; specify your goals.

Parental Health, Student Assessments (Tests Tests Tests), Primary Parents' Guide to Progress Monitoring, NWEA for parents of students who are in 2nd-8th grade and how to help at home, Immigration Support, Community Resources.

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

Account(s)	Description	Allocation		
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$	Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	649	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	Amount	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	4916	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.00

54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$ Amount	.00
53306	**Software** Must be educational and for parent use only.	$ Amount	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount	.00