

Joyce Kilmer Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/14/2020	Gayford, Rodriguez, Vandercook, Moring, Goldenberg, O'Brien, Rivera, Wright	SEF evidence, review of 18-20 CIWP
02/21/2020	Rodriguez, Papagianis, Wright, Vandercook, Rivera, Moring, O'Brien, Goldenberg, Gayford	Strategy development
02/28/2020		Strategy development, action items
03/06/2020		strategy development, action items

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** evidence uploaded at later date
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** evidence uploaded at later date

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** evidence uploaded at later date
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)

- 2 Engage students in learning and foster student ownership
- 2 Use questioning and discussion as techniques to deepen student understanding
- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 2 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** evidence uploaded at later date
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** evidence uploaded at later date
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)

- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** evidence uploaded at later date
- 4 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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
 - **Evidence:** evidence uploaded at later date

Quality and Character of School Life

- 2 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** evidence uploaded at later date
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** evidence upload pending
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** evidence uploaded at later date
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** evidence uploaded at later date
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** evidence uploaded at later date

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Quality and Character of School Life: Relational Trust	3
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	SQRP National School Attainment Percentiles
Root Cause 1	There is a need for a more cohesive and aligned approach to teaching across grade levels that targets areas for growth with students as an entire group and student subgroups.
Area of Critical Need 2	NWEA Attainment All Students and SwDs
Root Cause 2	There is a need for a more cohesive and aligned approach to teaching across grade levels that targets areas for growth with students as an entire group and student subgroups.
Area of Critical Need 3	% of students meeting/exceeding national average growth norms (grades 3-8)
Root Cause 3	lack of targeted instruction and individual student goal setting

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>Less than 50% the 2nd graders are meeting national norms in math over years. There is a need for a more cohesive approach to teaching in the 2nd grade that targets areas for growth with students as an entire group and all student subgroups.</p>	Overall		60.00	70.00
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>this is an area for growth. approximately 45% of our students are not meeting national grade level attainment year after year. There is a need for a more cohesive approach to teaching in the 2nd grade that targets areas for growth with students as an entire group and student subgroups.</p>	Overall		65.00	75.00
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>30% of our population is currently making sufficient annual growth on ACCESS. When over 60% of our population is considered ELs this sufficient annual growth</p>	EL		50.00	70.00
<p>Vision: NWEA Attainment G2-8 (Math)</p> <p>over 40% of the entire school population is not meeting grade level attainment in mathematics. at least 70% of students should be meeting grade level attainment standards</p>	Overall		65.00	70.00
	Students with IEPs		50.00	65.00
<p>Vision: NWEA Attainment G2-8 (Reading)</p> <p>approximately 40% of students are not meeting grade level attainment school wide in reading. at least 70% of students should be meeting grade level attainment standards</p>	Overall		80.00	90.00
	Students with IEPs		50.00	65.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Transition from neutral rating in effective leaders to strong or very strong over 2 school years by implementing deliberate professional learning plans in collaboration with teachers and working towards achieving school wide goals.				4.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
% of students meeting/exceeding national average growth norms (grades 3-8) only 55-60% of students are meeting national growth norms. with targeted instruction and individual student goal setting, a higher percentage of our students should be expected to meet at minimum the average growth targets - if not exceed them.	55.60	61.00		75.00	85.00

Strategies

Strategy 1

If we do...	use assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives
Then we see...	Teachers documenting and analyzing student learning over time to design learning experiences based on data and Students and teachers using feedback to improve learning, teaching and assessment.
which leads to...	Increase in student attainment (2nd, 3-8)
Budget Description	budget for coaching and professional learning, budget for release time/substitutes for teachers to collaboratively plan. Budget materials for backwards design (literary resources, professional learning)

Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Professional learning on the development of criterion based assessments that demonstrate that assessment practices are formed around conceptual learning. <p>Tags:Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment</p> <ul style="list-style-type: none"> (Not started) The school allocates dedicated and scheduled and/or timetabled time for teachers? collaborative planning and reflection that allows for vertical and horizontal alignment. <p>Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment</p> <ul style="list-style-type: none"> (Not started) The school captures and uses data that informs the quality of the implementation of the assessment practices. <p>Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment</p>

Strategy 2

If we do...	If we plan and implement a coherent curriculum that organizes learning and teaching within and across the years of its IB programme
Then we see...	Teachers will be able to evaluate and select materials aligned to the standards and design a programme of inquiry that consists of six units of inquiry?one for each transdisciplinary theme
which leads to...	Increase in student attainment percentiles to the (2nd, 3-8)
Budget Description	professional consultation to ensure fidelity to the actual language of the standards, support developing protocols for assessment of student work, Coaching on development of scope and sequence, Provide collaborative planning opportunities for teachers from Kilmer and Sullivan on transdisciplinary themes for MYP, Professional planning time for

	vertical and horizontal alignment, Provide coaching opportunities for teachers on Transdisciplinary themes for PYP, Collaboration for IB Learner Profile and elements of PYP, Establish monitoring process and progress monitoring process for student growth, for goal tracking on IEPs - cycle for review/supervision, Provide collaborative planning opportunities for teachers on Transdisciplinary themes for PYP, PLCs for content areas of focus
Tags	Curriculum, Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, ODLSS: Instructional Quality, SSCE: Inclusive Systems Structures
Action steps	<ul style="list-style-type: none"> (Not started) The school designs a programme of inquiry that consists of six units of inquiry?one for each transdisciplinary theme?at each year or grade level, with the exception of students who are 3-6 years where the requirement is at least four units at each year or grade level, two of which must be under ?Who we are? and ?How we express ourselves?. <p>Tags:Instruction, MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) The school articulates its schedule and curriculum to make it possible for students to make connections across their learning and ensures that all subjects are represented within the programme of inquiry at each year or grade level. <p>Tags:Instruction, MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) The school implements and reviews systems and processes to identify the needs of students, supports the identified needs of students, and evidences this support through planning, policy, and practice, and provides staff, facilities and resources as outlined in their inclusion policy. <p>Tags:Instruction, MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p>

Strategy 3

If we do...	Develop and practice protocols and procedures that equitably and justly explore the nature of behaviors and choices
Then we see...	Staff who are engaging in seeking the root cause of choices and engaging with students to learn and support social emotional growth
which leads to...	Increased relational trust, increased positive measures of discipline, increase in student attendance, increased student achievement, and comprehensive social emotional support for students

Budget Description	new and refresher PD on restorative practices and restorative practices-related curricula (Second Step, etc), creation of protocols to progress monitor student SEL growth/development.
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) The school demonstrates in its systems, processes and policies attention to and support of the social, emotional, and physical well-being of its students and teachers while promoting open communication based on understanding and respect <p>Tags:Instruction, OSCP: Social/Emotional Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p>

Strategy 4

If we do...	Communicate with transparency
Then we see...	More objective and solution-oriented conversations
which leads to...	Increased morale and an increase in the relational trust rating on the 5Es
Budget Description	time, funding for meeting (can be any fund), substitutes for release planning time.
Tags	Relational Trust
Action steps	<ul style="list-style-type: none"> (Not started) Regular and timely communication from administration and between staff members regarding school-wide schedules, events and protocols and policies. <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> (Not started) The school allocates adequate time for teachers to collaborate, develop and monitor protocols, procedures and expectations for communication between administration and staff to create an environment that ensures organization and accountability and fosters a culture of respect. <p>Tags:Relational Trust</p>

Action Plan

Strategy 1

Professional learning on the development of criterion based assessments that demonstrate that assessment practices are formed around conceptual learning.

Jul 01, 2020 to Jul 01, 2022 - Kilmer Teachers, Administration

The school allocates dedicated and scheduled and/or timetabled time for teachers? collaborative planning and reflection that allows for vertical and horizontal alignment.

Jul 01, 2020 to Jul 01, 2022 - Administration and Teachers

The school captures and uses data that informs the quality of the implementation of the assessment practices.

Jul 01, 2020 to Jul 01, 2022 - Teacher Leaders and Administration

Strategy 2

The school designs a programme of inquiry that consists of six units of inquiry?one for each transdisciplinary theme?at each year or grade level, with the exception of students who are 3-6 years where the requirement is at least four units at each year or grade level, two of which must be under ?Who we are? and ?How we express ourselves?.

Jul 01, 2020 to Jun 30, 2022 - ILT, Teachers , administration

The school articulates its schedule and curriculum to make it possible for students to make connections across their learning and ensures that all subjects are represented within the programme of inquiry at each year or grade level.

Jun 01, 2020 to Jun 30, 2022 - ILT, Teachers, Admin

The school implements and reviews systems and processes to identify the needs of students, supports the identified needs of students, and evidences this support through planning, policy, and practice, and provides staff, facilities and resources as outlined in their inclusion policy.

Jul 01, 2020 to Jun 30, 2022 - ILT, Case Manager, Admin, teachers

Strategy 3

The school demonstrates in its systems, processes and policies attention to and support of the social, emotional, and physical well-being of its students and teachers while promoting open communication based on understanding and respect

Jul 01, 2020 to Jun 30, 2022 - BHT, ILT, Administration, Teachers, ESPs

Strategy 4

Regular and timely communication from administration and between staff members regarding school-wide schedules, events and protocols and policies.

Jul 01, 2020 to Jul 01, 2022 - administration, teachers

The school allocates adequate time for teachers to collaborate, develop and monitor protocols, procedures and expectations for communication between administration and staff to create an environment that ensures organization and accountability and fosters a culture of respect.

Jul 01, 2020 to Jul 01, 2022 - administration, teacher leaders, teaching teams

Fund Compliance

ESSA Program

<p>[X]</p> <p>ESSA Schoolwide Program</p> <p>The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.</p> <p>[]</p> <p>Non-title I school that does not receive any Title I funds</p>
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ESSA Schoolwide Program

<p>A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.</p> <p>The instructional leadership team reviews student data and creates purchasing recommendations based on an analysis of both assessment and SEL data.</p>
<p>Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.</p> <p>Kilmer will focus on assessment and backwards design of instruction to further instructional practices that reach all learners and expect advanced levels of achievement in conjunction with the globally-minded IB standards of learning.</p>
<p>Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.</p> <p>Kilmer will focus on assessment and backwards design of instruction to further instructional practices that reach all learners and expect advanced levels of achievement in conjunction with the globally-minded IB standards of learning.</p>

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Kilmer will focus on assessment and backwards design of instruction to further instructional practices that reach all learners and expect advanced levels of achievement in conjunction with the globally-minded IB standards of learning. Kilmer also engages a strong SEL support team to further support the SEL needs of all students including our students who are members of targeted populations.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

Kilmer is currently pursuing recognition as an IB World School. This is a recognition that is highly sought after. Additionally, with our robust and diverse population, Kilmer is a destination school for teachers and paraprofessionals alike. We offer leadership opportunities for all employees and support growth and development of all employees. We believe in growing our own and have supported this through multiple partnerships with universities and over the past 3 years, a partnership with the teacher residency program which pairs pre-service teachers with high performing teachers for a year long mentorship program. Last school year, Kilmer hosted 13 residents - further highlighting our high quality and highly qualified teachers. Our mobility rate for adults is extremely low.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

PD is based on areas of need and in conjunction with the PPC and the PPLC. PD is written into the CIWP based on a needs assessment and will focus on assessment and backwards design to further advance our teaching methodologies and our ability to reach all learners.

Strategies to increase parent involvement, such as family literacy services.

Parents are surveyed annually to identify parent need to increase parent involvement. We are increasing our parent mentor program to include more parents. We offer parent ESL classes daily in the building based on parent request. We offer multiple monthly parent engagement events including family nights and PAC and BAC. WE have a newly developed Friends of Kilmer organization as well.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

We offer a continuum of services at Kilmer. We structured our school to better support student transition from 1/2 to full day by blending both of our preschool rooms and then transitioning one room from 1/2 day to full day allowing students to transition smoothly within the building. Our preschool team is very involved and integrated. They are at the table in all decision making events.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Each year, staff is surveyed to determine assessment plans. The meeting is open to all staff and widely attended. Each year, the meeting minutes and outcomes are shared widely with the staff and an opportunity for comment is offered before a declaration is made

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

teachers are expected to track progress of all students. Should progress not occur, teachers are expected to track specific interventions and student response to interventions. the MTSS team is available to support student progress towards mastery and individuals with expertise on specific interventions are available to support implementation of interventions. before and after school programs are tailored towards areas of deficit and teachers work with after school coordinator to target specific students.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Kilmer works with an extensive number of outside agencies. Additionally, Kilmer employs a family engagement specialist to support local services and programs and to coordinate supports for families.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy (Complete)

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

Kilmer will involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. This will be accomplished by holding the annual meeting to review the T1 funds in September, the organizational meeting, also in September and then subsequent monthly meetings with parents. Parent involvement increases annually and we will continue our parent mentor program with our

outside partner. Additionally, we will schedule into our monthly meetings time for parents and administration to review the budget and plan for spending to best support parent involvement.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

Kilmer will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. Kilmer will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. this will be accomplished by multiple communications among parents including robo calls, our new texting system, the website, flyers, posters, and face to face communication. Annually, parents will be surveyed to determine not only the content of the trainings and offerings to parents, but the times and dates of the monthly PAC meetings. The projected date of our Annual Title 1 meeting is Wednesday, September 16, 2020 at 5:30 pm. The Title 1 PAC organizational meeting is projected to occur on Friday, September 18, 2020 at 9:30am in the Kilmer Library.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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 will offer not only montly PAC meetings, but also monthly BAC meetings. The meetings will be tailored to the parents' interests and requests and planned through intentional parent-surveys of interests and need and then in conjunction with the council to ensure appropriate vendors and topics are covered. Kilmer will continue its robust parent involvement partnership with parent mentors and will consult with that group of over 15 parents who are in the building daily to gauge need and parent voice. Kilmer will also engage at least quarterly with the new Kilmer parent group: Friends of Kilmer to plan and determine how to best support the families at Kilmer and how to best involve parents. Communications will be sent in multiple languages and multiple modalities to reach the greatest range of 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.

Kilmer will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading as soon as it becomes available to the school. The notice will be sent out through all channels: text, robocall, email, website, facebook and instagram and twitter - notifying parents that there are test results being distributed. The principal will also hold a special training for parents to further explain the results of the assessment and its impact on student trajectory.

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 will devise a formal letter, using district approved language to communicate to parents in the event a child has been taught by a teacher who is not "highly qualified" the letter will be distributed via paper and email formats. A meeting will be held by administration with parents to discuss the meaning of the letter and any accommodations that can be provided should an incident of this nature occur.

Schools will assist parents of participating ESSA 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 provide parents a report of their child's performance on the State assessment, content standards, and other pertinent assessment results. The notice will be sent out through all channels: text, robocall, email, website, facebook and instagram and twitter - notifying parents that there are test results being distributed. The principal will also hold a special training for parents to further explain the results of the assessments, what they assess, when students can expect to take said assessments, what parents can do to support their children and how children's progress is being monitored. Students will also engage in student-led conferencing with parents and teachers to assist students in understanding their progress and growth.

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

Parents are surveyed each year to determine need and appropriate spending of Title 1 funds to support parent involvement. Each year the survey results are collected and shared widely to the community through multiple channels of communication. Teachers are encouraged and expected to communicate with all families on a weekly basis and track those communications. Any concerns expressed are to be reported to the administration and any supporting group of individuals.

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

Teachers are encouraged and expected to communicate with all families on a weekly basis and track those communications. Any concerns expressed are to be reported to the administration and any supporting group of individuals. Kilmer also engages in a robust parent mentor program which employs over 10 parents in the school on a daily basis. Kilmer teachers hold monthly parent involvement events including: content specific themed family nights (math, science, reading) in addition to movie nights and physical integration activities. Our before and after school programs offer family involved programming and all teachers are encouraged to organize room parents for each homeroom in conjunction with the newly developed "Friends of Kilmer"

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

Teachers are encouraged and expected to communicate with all families on a weekly basis and track those communications. Any concerns expressed are to be reported to the administration and any supporting group of individuals. Kilmer also engages in a robust parent mentor program which employs over 10 parents in the school on a daily basis. Kilmer teachers hold monthly parent involvement events including: content specific themed family nights (math, science, reading) in addition to movie nights and physical integration activities. Our before and after school programs offer family involved programming and all teachers are encouraged to organize room parents for each homeroom in conjunction with the newly developed "Friends of Kilmer"

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

Kilmer will continue its robust parent involvement partnership with parent mentors and will consult with that group of over 15 parents who are in the building daily to gauge need and parent voice. Kilmer will also engage at least quarterly with the new Kilmer parent group: Friends of Kilmer to plan and determine how to best support the families at Kilmer and how to best involve parents. Communications will be sent in multiple languages and multiple modalities to reach the greatest range of parents Including, but not limited to: robocalls, the marquee, email, website, text, classroom platforms (dojo, blooms), paper communication, twitter, facebook, and instagram.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement 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

School-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.)

Through meaningful instructional opportunities and creative exploration, Kilmer will develop a community of empowered learners who take risks and embrace new challenges to achieve academic excellence. Students will embrace diversity, develop the courage to

question the world and themselves, and problem solve to positively contribute to a global society.

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.

Parent teacher conferences are held 2x/annually. Teachers are encouraged to support student-led conferencing - further engaging the students in their growth and understanding of their learning. Conferences are held in November and in April annually. Notices go out in multiple languages and multiple modalities including: email, text, website, marquee, facebook, twitter, instagram, and on paper.

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 of student progress are sent home at least quarterly to parents via CPS' formal progress report and IEP progress report. Additionally, NWEA scores are sent home 3x annually. Administration holds training for parents to better understand not only the reports themselves, but the assessments that monitor the progress and what students and parents can do to support growth.

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

Teachers are to provide their emails and other modes of communication to parents within the 1st week of school or within the 1st week of enrollment. Teachers are available during their preparation periods and before and after school as scheduled. parents can request an in-person meeting or can communicate with teachers via email. Parent requests to observe in classrooms will be honored within reason and administration will be involved when necessary.

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

Kilmer will continue its partnership with the parent mentor program which pairs parents with classroom teachers to volunteer daily in the classroom. Currently there are 13 parents involved and the goal is to encourage over 20 to become involved. Parents are welcome in the classroom daily and for observations, by appointment. Kilmer will work with Friends of Kilmer to arrange for room parents in every homeroom moving forward.

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

Parent communication is key to a strong school community. Parent needs around supporting their children are surveyed annually and supports are targeted toward parents' identified needs. Parents will assist with learning via parent mentor program, after consultation with teachers about areas of need for students, and through targeted learning provided by administration, teachers, or other qualified personnel to support parents as they support their children. Additionally, Kilmer has employed a community liaison to support student learning and parent involvement. This is an individual from the community who supports the growth and involvement in the school community.

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

we have an open door policy here at Kilmer. parents are welcome and encouraged to be room-parents here at Kilmer. All volunteers must follow the CPS process to volunteer at Kilmer. Observations must be arranged with the teacher and cleared through the office, but parents and guests are welcome to observe at any time as long as the observation does not interfere with teaching and learning.

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).

Kilmer is moving towards student-led conferencing where students discuss both their grades and their test scores. students set personal goals for NWEA growth 3x/annually and share that information with their parents. additionally, students are recognized 2x/annually for academic, SEL and attendance achievement.

Parent Budget (Complete)

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

Kilmer will include parents in school, during school hours to the maximum extent possible through partnerships, parent mentorships, the building the the Friends of Kilmer School, parent classes, ESL classes, and trainings as determined by the parents at the beginning of each year.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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.	\$0.00
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.	\$204.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00

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)	\$4000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
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 be used only by parents.	\$0.00