

Individual School Strategy	Evidence of Improvement	Frequency of Review	Responsible Person or Position
Unpack the New Illinois Learning Standards (CCSS) to make them functional for classroom use.	<ul style="list-style-type: none"> <li>- 100% of teachers will create the next quarter reading/language arts objectives for learning</li> <li>- 80% of students will show growth on reading/language arts objectives for learning, as measured by common assessments</li> <li>- 100% of teachers will have professional development on unpacking the New Illinois Learning Standards (CCSS)</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly PLC meetings</li> <li>- Review of formative and summative data following each unit</li> <li>- Yearly review of professional development needs and New Teacher Orientation</li> </ul>	<ul style="list-style-type: none"> <li>- All reading/language arts teachers</li> <li>- ELA PLC REL (for support) (Lead Partner)</li> <li>- CEC</li> </ul>
Visible objectives of learning outlining the purpose of the day's instruction. Common formative assessments utilizing differentiated strategies for all learners.	<ul style="list-style-type: none"> <li>- 100% of classrooms visited will have visible objectives for learning that match the day's instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly through informal walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>- All reading/language arts teachers</li> <li>- Coaches(for support)</li> <li>- Administration</li> <li>- Teacher Leaders trained in Growth through Learning</li> </ul>
Support classroom instruction for all subject area. Teachers will align data goals with reading/language arts CCSS and curriculum through a shared, quarterly literacy strategy and PLC collaboration.	<ul style="list-style-type: none"> <li>- Quarterly meeting among all PLCs to provide training on the shared, quarterly literacy strategy</li> <li>- Shared reflection process to identify opportunities for improvement related to the strategy</li> <li>- Create a PLC calendar for opportunities to explore and refine successful strategies and skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly</li> <li>- Quarterly</li> <li>- Yearly</li> </ul>	<ul style="list-style-type: none"> <li>- All reading/language arts teachers</li> <li>- Coaches(for support)</li> <li>-Data Coach</li> <li>-Lead partner</li> <li>- Administration</li> </ul>
Extend the instructional time for students in our critical reading intervention, System 44 and Read 180.	<ul style="list-style-type: none"> <li>- Additional time is reflected in the master schedule</li> </ul>	<ul style="list-style-type: none"> <li>- Yearly</li> </ul>	<ul style="list-style-type: none"> <li>- All reading/language arts teachers</li> <li>- Coaches(for support)</li> <li>-Data Coach</li> <li>-Lead partner</li> <li>- Administration</li> </ul>
Utilize SMART goals and tools to identify schoolwide and PLC-level greatest area of need (GAN) in reading/language arts.	<ul style="list-style-type: none"> <li>- Monitor schoolwide and PLC-level SMART goal progress through the implementation of a SIP cycle, summative data review, and employing zone analysis data charts.</li> </ul>	<ul style="list-style-type: none"> <li>- Each semester</li> </ul>	<ul style="list-style-type: none"> <li>- All reading/language arts teachers</li> <li>- Coaches(for support)</li> <li>-Data Coach</li> <li>-Lead partner</li> <li>- Administration</li> </ul>
Implement a common plan time for grade-level teams to strategically plan instructional strategies around the common SMART goal for reading/language arts.	<ul style="list-style-type: none"> <li>- Agendas</li> <li>- Minutes</li> <li>- SMART goal</li> <li>- Progress-monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>- Yearly</li> </ul>	<ul style="list-style-type: none"> <li>- All reading/language arts teachers</li> <li>- Coaches(for support)</li> <li>-Data Coach</li> <li>-Lead partner</li> <li>- Administration</li> </ul>
Develop common assessments per unit that are relevant, rigorous and align to essential learning objectives.	<ul style="list-style-type: none"> <li>- Agendas</li> <li>- Minutes that encompass the DuFour 4-question protocol</li> </ul>	<ul style="list-style-type: none"> <li>- Per unit</li> <li>- Weekly on PLC agenda</li> </ul>	<ul style="list-style-type: none"> <li>- All reading/language arts teachers</li> <li>- Coaches(for support)</li> <li>-Data Coach</li> <li>-Lead partner</li> <li>- Administration</li> </ul>

<p>Improve existing Mastery of Learning with differentiation of instruction practices to ensure that students are learning based on identified goals and objectives.</p>	<ul style="list-style-type: none"> <li>- Data analysis in PLCs -</li> <li>Co-teaching -</li> <li>Tutors (Numeracy and Literacy) -</li> <li>Common assessments (formative and summative)</li> <li>- Literacy and Numeracy software (zone analysis)</li> <li>- Literacy and Numeracy Intervention classes</li> <li>- Universal screener</li> <li>- Expand the school's collection of differentiated reading materials through additional leveled readers and chapter books</li> <li>- Provide training in writing across the content areas -</li> <li>Provide training in Growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly</li> <li>- Yearly</li> </ul>	<ul style="list-style-type: none"> <li>- All reading/language arts teachers</li> <li>- Coaches(for support)</li> <li>-Data Coach</li> <li>-Lead partner</li> <li>- Administration</li> </ul>
<p>Implement a summer school program based on need, emphasizing exploratory learning and cross-curricular activities.</p>	<ul style="list-style-type: none"> <li>- Universal screener -</li> <li>Teacher recommendation -</li> <li>- Grades -</li> <li>Summer School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>- Yearly</li> </ul>	<ul style="list-style-type: none"> <li>- Instruction Committee</li> <li>- Coaches(for support)</li> <li>-Data Coach</li> <li>-Lead partner</li> <li>- Administration</li> </ul>
<p>Develop dedicated time in the normal school day for RtI/MTSS time.</p>			

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Visible objectives of learning outlining the purpose of the day's instruction. Common formative assessments utilizing differentiated strategies for all learners.	<ul style="list-style-type: none"> <li>- 100% of classrooms visited will have visible objectives for learning that match the day's instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly through informal walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>- All math teachers</li> <li>- Coaches(for support)</li> <li>- Administration</li> <li>- Teacher Leaders trained in Growth through Learning</li> </ul>
Support classroom instruction for all subject area teachers to align data goals with Numeracy CCSS and curriculum through a shared, quarterly numeracy strategy and PLC collaboration.	<ul style="list-style-type: none"> <li>- Quarterly meeting among all PLCs to provide training on the shared, quarterly numeracy strategy</li> <li>- Shared reflection process to identify opportunities for improvement related to the strategy</li> <li>- Create a PLC calendar for opportunities to explore and refine successful strategies and skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly</li> <li>- Quarterly</li> <li>- Yearly</li> </ul>	<ul style="list-style-type: none"> <li>- All math teachers</li> <li>- Coaches(for support)</li> <li>-Data Coach</li> <li>-Lead partner</li> <li>- Administration</li> </ul>
Utilize SMART goals and tools to identify schoolwide and PLC-level greatest area of need (GAN) in Numeracy.	<ul style="list-style-type: none"> <li>- Monitor schoolwide and PLC-level SMART goal progress through the implementation of a SIP cycle, summative data review, and employing zone analysis data charts.</li> </ul>	<ul style="list-style-type: none"> <li>- Each semester</li> </ul>	<ul style="list-style-type: none"> <li>- All math teachers</li> <li>- Coaches(for support)</li> <li>-Data Coach</li> <li>-Lead partner</li> <li>- Administration</li> </ul>
Implement a common plan time for grade-level teams to strategically plan instructional strategies around the common SMART goal for numeracy.	<ul style="list-style-type: none"> <li>- Agendas</li> <li>- Minutes</li> <li>- SMART goal</li> <li>- Progress-monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>- Yearly</li> </ul>	<ul style="list-style-type: none"> <li>- All math teachers</li> <li>- Coaches(for support)</li> <li>-Data Coach</li> <li>-Lead partner</li> <li>- Administration</li> </ul>
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<p>SMART Goal 3 needs to read: 100% of staff participate in activities to create a climate/learning environment emphasizing productive staff, students, families, and community relationships, and supports students' academic/non-academic needs. Measured by the percentage of students and parents attending events and increase/decrease (as applicable in each category) shown in 5Essential survey (teachers, students, parents)</p>			
<p>3.1 - Strategy #1: Implement BIST and SEL curriculum in conjunction with PBIS as behavior management interventions to improve student academic and behavioral outcomes.</p>	<p>At least 10% reduction in major disciplinary referrals per semester.</p>	<p>Each semester.</p>	<p>All teachers All administrators All support staff Lead Partner</p>
	<p>Award and recognize at least 10% of student population for student improvement, growth, and positive behavior.</p>	<p>Monthly</p>	
	<p>SEL curriculum lessons focusing on specific behavior based on data, resulting in at least 10% reduction in targeted behavior referrals the following month.</p>	<p>Monthly</p>	
<p>3.1 - Strategy #2: Target specific social-emotional issues by designing and utilizing a student support center, Resiliency survey data, establishing a Behavior Specialist position, and creating a Data Coach position.</p>	<p>Operational student support center by October 1, 2016.</p>	<p>Annually</p>	<p>Behavior Specialist Data Coach Principal Lead Partner</p>
	<p>Resiliency student survey baseline data</p>		
	<p>Student support center staff, Behavior Specialist and Data Coach positions are created, defined, and filled.</p>		
<p>3.1 - Strategy #3: Research and acquire additional technology that supports classroom instruction to determine relevance and impact in our environment.</p>	<p>100% of staff implements the program with 100% fidelity.</p>	<p>Annually</p>	<p>All teachers MEL &amp; REL Principal Lead Partner</p>
	<p>At least 5% reduction in minor disciplinary referrals per month.</p>	<p>Monthly</p>	
<p>3.1 - Strategy #4: Explore and implement high-interest elective offerings during or outside the school day.</p>	<p>Collection of student surveys to determine high-interest elective topics.</p>	<p>Each semester.</p>	<p>All counselors Principal Lead Partner</p>
	<p>Change: Add at least 1 high-interest offering during or outside the school day by the 2017-18 school year.</p>	<p>Annually</p>	

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	Remove: Create a list of staff interests and talents that could be utilized in potential offerings.		
3.1 - Strategy #5: Explore and implement ways to include interventions for social and emotional needs within our daily schedule, and for students returning from OSS.	Daily implementation of BIST.	Monthly	All staff Principal Lead Partner
	Operational student support center.	Monthly	
	Dedicated advisory time in our daily bell schedule.	Annually	
	Embedded SEL curriculum	Quarterly	
3.2 S1 Plan and facilitate monthly parent and community opportunities and events, including Saturday field trips, dinner/awards, and other celebrations.		Quarterly  Annually.	Add all staff
3.2 S2 Research and provide ways to receive incentives and awards for students.			Add all staff
3.3 S3 leave the same			
3.1 S5 leave the same			
3.2 S3 leave the same			
3.2 S4 leave the same			
3.3 S1 leave the same			
3.3 S2	ADD PLC AT THE END OF EACH PD TO DISCUSS WAYS FOR THE TEAM TO IMPLEMENT. THIS COULD INCLUDE SHARE OUTS, JOURNALING FOR 2 STUDENTS IT WAS IMPLEMENTED FOR, STAFF EXIT TICKETS, AND WAYS TO REVISIT IT AT THE NEXT PLC TO DISCUSS SUCCESSES.	change to annually not quarterly	add all staff
3.4 S1	elimiated field		add SLT
3.4 S2 leave the same			
3.4 S3 -RESEARCHING HOW TO IMPLEMENT THE CHILD-CARE SIDE OF IT	add researching cost-effective ways to provide this using community churches or Septran to promote sustainability. Researching and implementing child care for K-5 age group for 2 events this year.		

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3.4 Strategy #4: Explore ways to include interventions for social and emotional needs within our daily schedule.	Daily implementation of BIST. Operational student support center.	Monthly	All staff Principal Lead Partner
3.4 Strategy #5: Create a student leadership team to give input on building issues.	Student Leadership orientation meeting Student Leadership applications Student Leadership interviews Student Leadership campaign posters Student Leadership debates Student Leadership elections	Annually	Principal Lead Partner
3.4 s6			

INDIVIDUAL SCHOOL STRATEGY	EVIDENCE OF IMPROVEMENT	FREQUENCY OF REVIEW	RESPONSIBLE PERSON OR POSITION
Develop a common, school-wide mission, vision, and commitments to provide continual, long-term leadership.	A mission statement and vision statement are in place and communicated to all	Annually	All Staff
Focus on key school improvement priorities.	Regularly-scheduled SLT meetings		SLT, Principal, CEC
	Agendas and minutes from SLT meetings		SLT
	Agendas and minutes from SIP days	Each semester	All staff
	Indicators of Progress	Quarterly	SLT
Provide principal training and coaching on time analysis, as well as ongoing leadership coaching.			Principal
Implement an elected Leadership Team that will provide collaborative oversight of all school improvement initiatives and monitor the work of all PLC teams.	SLT agendas and minutes, SLT sign-in sheets, communication protocol that bridges communication between SLT and PLCs, vote proposals, PLC agendas and minutes in shared folder on Drive	Monthly	SLT members, PLCs
Assess existing positions to determine need for a new academic data analysis position to facilitate vertical/horizontal curriculum alignment, manage school-wide testing, SMART process, PLC curriculum	Hiring of a data coach, aligned curriculum, monitoring process for SMART goals, PD provided by data coach	Annually	Administration
Identify teachers to serve as teacher mentors to assist teachers.	Teacher mentors trained in Growth through Learning modules	Annually	Administration
Utilize the existing district teaching evaluation system, based upon the Charlotte Danielson Framework for Teaching, and include measures of student growth.	Elected Growth through Learning teacher mentors, all teachers SMART goals for growth	Annually	All staff and administrators
Provide ongoing training, support, coaching, and resources for staff on day-to-day implementation of the Charlotte Danielson Framework for Teaching.	Elected Growth through Learning teacher mentors, all teachers SMART goals for growth, peer walkthrough data	Monthly	Teachers, teacher mentors, coaches, and administrators, Lead Partner
Design and implement time and opportunities to cultivate staff leadership through modeling, coaching, and informal peer classroom observation.	Elected Growth through Learning teacher leaders, instructional rounds data, instructional rounds calendar	Monthly	Teacher mentors, coaches
Design a system whereby both administrator and teacher leaders use informal walkthroughs to support instructional growth, as well as measure changes in instructional practices resulting from PD.	Instructional rounds calendar, data collection system, structure for feedback cycle	Monthly	Teacher mentors, coaches
Implement a mechanism to provide incentives for administrators and teachers to stay at Kennedy, which should be connected to performance.			



Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority or status.	MOU	Annually	District admin, Union
Provide staff with the option to self-surplus during years 1 and 2.	MOU	Annually	District admin, Union
Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of our students.			
Utilize an ongoing professional development plan that is aligned to school improvement priorities and is job-embedded through a PLC Team focus and coaching-based model.	PD calendar, coaching schedules, PLC agendas and minutes, sign-in sheets for on-site PDs	Quarterly	Coaches, PLC leaders, SLT
Provide a pool of permanent, full-time, in-house substitute teachers, in order to allow teachers release time for receiving individually-focused mentoring, coaching, peer visitation, and professional development.	Hiring of four additional, full-time, in-house substitutes	Annually or as needed due to vacancies	Administration
Restructure the master schedule such that teachers/teams who teach common courses have common planning time	Revised master schedule	Annually	Administration, Master Schedule Committee
Create a building design such that teams are located in close proximity to each other.	Revised master schedule, and building map	Annually	Administration, Master Schedule Committee
Create flexible, data-responsive solutions to staffing needs for additional certified staff and support staff.	Addition of data coach, community outreach coordinator and behavior intervention specialist. Identify teachers to be teacher mentors.	Annually	Administration, teacher mentors, data coach, community outreach coordinator and behavior intervention specialist