

# Kellman Corporate Community Elementary

## City of Chicago District 299

### School Context

The City of Chicago District 299 is the largest district in Illinois, serving more than one-fifth of the state's public school children. The district serves almost 439,000 students in 602 schools and faces challenges with overcrowding and growth in certain parts of the city. The achievement gap between its White and African American students is another district concern. This is particularly significant given that more than half the students in District 299 are African American, while fewer than 9% are White. At Kellman Elementary, all students are African American, and the vast majority are also low income.

The schools in District 299 are governed by local school councils, site-based management teams which wield particular power in the district. Councils' primary responsibilities include selecting the principal, renewing principal contracts, approving the school improvement plan, and approving the school budget. At the elementary level, local school councils are composed of the principal, two teachers, six parent representatives, and two community representatives.

Kellman Elementary was originally established by the Joseph Kellman Family Foundation, a private corporation seeking to provide a standards-based, basics curriculum for a high poverty African-American community on Chicago's west side. Ten years ago, Kellman Elementary became part of the North Lawndale Learning Collaborative Magnet Cluster, focusing on Spanish as its World Language. Students must apply for admission to the school, although the

school has no specific admission requirements. Instead, students are selected by a lottery process, giving all students who apply an equal opportunity to attend the school. Currently, the school has a waiting list for all grade levels. The school operates 11 months a year, and the school uses an extended schedule which adds an additional hour of instruction each day.

Kellman Elementary is part of the School Achievement Structure (SAS) Initiative, a partnership between Chicago Public Schools and DePaul University focused on high student achievement and school change. Schools participating in SAS adopt 10 routines around assessment, student placement, curriculum pacing and acceleration, monitoring, measuring, discipline, instruction, evaluation, professional development, and decision making. At the school, each routine is assigned to a teacher chairperson, and the principal, assistant principal, and SAS leadership team hold responsibility for overall monitoring of SAS implementation. As part of SAS, schools add an additional hour to their school days to ensure teachers have time to meet together in grade-level and subject-matter teams. SAS student monitoring includes charting students' mastery of skills and standards. Additionally, the principal and assistant principal monitor teacher performance in the areas of student charts, curriculum pacing, assessment, and instruction. SAS schools must hold monthly update meetings to assess progress in each routine and address any concerns.

### Student Demographics\*:

	<i>Kellman EI</i>	<i>Chicago District 299</i>	<i>Illinois</i>
% Low Income	99.0	84.9	37.9
% Limited English-Proficient	0.0	14.5	6.3
% Mobility	3.4	24.5	16.4
Student Ethnic/Racial Distribution			
% White	0.0	9.3	58.6
% African-American	100.0	50.4	20.7
% Hispanic	0.0	36.8	17.0
% Asian/Pacific Islander	0.0	3.3	3.6
% Native American	0.0	0.2	0.2

## Curriculum and Academic Goals

**The Illinois Learning Standards, Chicago Academic Standards, and the Curriculum Framework Statements form the curriculum used in Chicago Public Schools.** Committees within Chicago Public Schools, with direction from the Chicago Teacher's Union and standards-based curriculum experts, developed the Chicago Academic Standards (CAS) several years ago. Teams of teachers then developed the Curriculum Framework Statements to define the CAS, which were reviewed and revised by numerous stakeholder groups. While the CAS correlate with the

**The Illinois Learning Standards (ILS) play a pivotal role in Kellman Elementary's curriculum.** The principal of the school describes the state standards as excellent, very comprehensive, high quality, well written, and easy to read and use. She explains that the ILS form the basis for school goals, drive instruction at the school, and are supported by the schools' classroom activities and assessments. Additionally, the ILS and associated activities and lesson ideas are available on a website, making them easily accessible and useful to teachers. Moreover, there are "kid friendly" versions of the standards, which is useful because the principal requires teachers at the school to post standards that they are trying to accomplish either daily or weekly using language accessible to students. By providing a kid-friendly version of the standards, students get a clear sense of what they will be learning throughout the week. Teachers must also include relevant standards on all lesson plans. One teacher explains that teachers use the standards to develop an instructional framework, selecting lessons from textbooks that work within the framework. Teachers then conduct frequent testing to determine whether students have met the appropriate standards; as this teacher explains, ideally teachers have taught all of the required standards by January to ensure students are prepared for the state assessment. Teachers receive skill books that list all standards and enable teachers to chart student progress in meeting each standard. To facilitate teacher understanding of the ILS, the school has offered multiple school improvement staff development days focusing on standards and activities tied to the ILS.

**Student Achievement\*:** Percentage of students scores meeting or exceeding the Illinois Learning Standards for the grades and subjects tested on the ISAT.

<i>Kellman El</i>	2001-02	2002-03
<b>Grade 3</b>		
Reading	77.8	62.5
Mathematics	77.7	75.0
Writing	81.5	62.5
<b>Grade 4</b>		
Science	78.1	77.4
Social Science	65.6	80.6
<b>Grade 5</b>		
Reading	60.7	29.0
Mathematics	69.7	45.2
Writing	93.8	83.3

state standards, some state standard elements are not addressed; because of new requirements in No Child Left Behind, which holds districts and schools accountable for *state* standards, the district currently faces the challenge of revising the CAS to fully align with the Illinois Learning Standards (ILS). According to the principal of Kellman Elementary, Chicago Public Schools continually offers support for the curriculum, including reinforcement sessions that provide teachers with opportunities to ask questions and receive instructional support in the core content areas. She adds that the district is attentive to the school's curricular needs.

**Chicago Public Schools struggles to ensure all students have equal access to the knowledge and skills they need.** While the district's essential standards documents explicitly define these knowledge and skills, the size of the district poses challenges in ensuring the standards are equally implemented across schools. In an attempt to create curricular coherence across schools, the district implemented accountability measures, including the development of mandated exams. Nevertheless, the district has abandoned the high school exam because it did not align closely with instruction and was not well received.

**Chicago Public Schools is currently moving forward with a comprehensive standards-based reform initiative.** Chicago Public Schools is piloting its Standards-Based Curriculum Initiative in 44 schools, with an additional 100 schools targeted for participation next year. The goal of the initiative is to help schools develop school-based assessment standards through a four-step curriculum alignment process that targets curriculum, assessment, instruction, and analysis. As part of this initiative, the district is building assessments aligned to the standards.

### **Staff Selection and Capacity Building**

**The site-based management structure places the responsibility of principal selection in the hands of local school councils.** While the district, with approval from the school board, defines requirements for principals, school councils are charged with selecting principals. School councils advertise open administrator positions in the district's human resources bulletins, and principals apply directly to the councils. The principal selection process varies by council, although councils are required to submit their principal selection to the school board for final approval.

**Chicago Public Schools projects a severe principal shortage in the next five years.** One district official estimates that 80% of principals in Chicago Public Schools will retire in the next five years, creating a serious challenge for recruitment and retention efforts. In the past, the district has relied on teachers to self-identify as aspiring administrators and independently pursue the necessary administrator requirements. However, the district is currently developing new recruitment strategies to identify talented administrator candidates both internally and externally.

Additionally, the district has developed the Leadership Academy and Urban Network for Chicago (LAUNCH) principal preparation program that integrates cohort training and internship activities to prepare aspiring educators for administrator positions. At the school level, Kellman Elementary teachers report that the central office and the school principal encourage teachers to pursue higher education, undertake leadership positions at the school, and work toward principal certification.

**Although Chicago Public Schools recruits teachers for schools, teacher selection occurs through a decentralized process.** Chicago Public Schools targets recruitment in a 500-mile radius, placing particular efforts in Big Ten universities and neighboring states. Moreover, the district recruits at universities recognized as leaders in teacher preparation, including Harvard University and Columbia Teachers College. Staff from one of the district departments give presentations and attend job fairs. Additionally, the district recruits teachers through direct email, direct mail, and its website. The district develops the prospective teacher candidate pool, and principals are then responsible for interviewing and selecting teachers from this candidate group. At Kellman Elementary, the principal attends job fairs at local universities, although she feels the limited time for interviews makes it necessary to conduct follow-up interviews with promising candidates. The principal spends a good deal of time considering applicants because she recognizes that some strong teachers, particularly new teachers, may not have the best resumes. She looks for teachers who have an energy and love for teaching and will fit in well in the school. Although the principal states that she always tries to involve staff and solicit input from them, teachers report they are not very involved in the selection process. The principal emphasizes that she has not

### **Teacher Demographics\*:**

	<i>Kellman EI</i>	<i>Chicago District 299</i>	<i>Illinois</i>
Average Teaching Experience	--	13.6	13.9
% of Teachers with Bachelors Degrees	--	58.2	53.9
% of Teachers with Master's Degrees	--	41.7	46.0
% of Teachers with Emergency or Provisional Credentials	9.1	7.6	2.5
% of Classes Not Taught by Highly Qualified Teachers	0.0	7.6	2.1

changed her teacher selection criteria based on new No Child Left Behind (NCLB) mandates because she always filled open teaching positions with highly qualified candidates. She believes this practice supports teacher retention and ensures the school hires teachers who understand the standards and best practices. Teachers, however, assert that NCLB has eliminated the possibility of filling teaching positions with teachers who are not trained in the appropriate content area. They also note that this sometimes intimidates teachers, as does the school's expectations for teacher time and effort.

**New principals and teachers in Chicago Public Schools are required to participate in induction programs.** All first-year principals must participate in the Leadership Initiative for Transformation (LIFT) program, which includes a four-day orientation, five multiple-day retreats, and three one-day instructional sessions. Moreover, each new principal is paired with a coach who collaborates with novice administrators at all required retreats and sessions and interacts with their mentees on a weekly basis. For new teachers, the district mandates participation in the Guidance, Orientation, and Leadership Development Empowering New Teachers (GOLDEN) program for their first two years. First-year teachers participate in an orientation, at least one observation of a colleague, professional development opportunities, and networking activities. Additionally, first-year teachers are paired with a mentor who interacts with new teachers at least six hours each instructional quarter and conducts at least three observations of the new teacher. Second-year teachers receive support in completing their Individual Growth Plans, which define goals and provide teachers with opportunities for self-reflection on their instructional practices and student learning. Each second-year teacher is paired with a coach who meets with novices twice each instructional quarter and participates in two observations. Both mentors and coaches participate in training prior to taking on support roles, and these educators receive financial compensation for supporting new teachers. At Kellman Elementary, both the principal and teachers assert that all staff take responsibility for making new teachers feel welcome and supported and involving them in school activities. The principal visits new teachers' classrooms and provides support outside the classroom as well, making an effort to get to know new teachers on a personal level. Teachers report a willingness to provide assistance to novice teachers when necessary because they understand the challenges associated with being new.

**Educators at Kellman Elementary continually emphasize the importance of their collaboration activities.** According to the principal, teachers are well accustomed to communicating with each other and sharing ideas. When they do not have time for collaboration, then they are unhappy because they recognize this helps them meet the school's needs. A teacher at the school started a voluntary focus group focused on building leadership. When teachers discuss collaboration, they note discussing both standards and skills students need to build, soliciting advice for addressing specific students' problems. The focus groups provide an additional mechanism for discussing academic issues and dealing with particular concerns. Teachers explain that collaboration gives them the opportunity to meet, mingle, exchange ideas, and ask questions. Teachers also take opportunities to observe in each others' classrooms in order to see instructional approaches, share feedback, observe testing preparation techniques, and get a general idea of what goes on in other teachers' classrooms. One teacher adds that collaboration keeps the staff renewed and helps alleviate burnout by giving teachers a fresh look at their issues and challenges. Another defines the school's success as teachers working as a team, because teacher collaboration contributes to increased achievement for all.

**Chicago Public Schools provides intensive support for its two major curricular initiatives—the Reading Initiative and the Chicago Math and Science Initiative (CMSI).** Currently, all district schools receive support through the Reading Initiative, and 200 schools will receive extensive support through CMSI. Each initiative relies on district coaches (assigned to geographic areas of the district) and content specialists (assigned to particular schools). Coaches and content specialists receive training in content and process, and they provide full-time instructional and content-related assistance to schools. Currently the district has increased support associated with math and science by 400% since the initiative began, and Chicago Public Schools is trying to double the number of content specialists in the elementary schools. As one administrator explains, one content specialist is not enough to assist with 850 students, the average size of a district elementary school. This district administrator describes the current level of support from coaches and content specialists as "meager" given the size of the district. In addition to support staff, Chicago Public Schools offers professional development opportunities that reflect the districts focus on reading and math/science.

**The Chicago Public Schools' nine principles of professional development drive training efforts in the district.** According to these principles, professional development is effective when it is curriculum focused, student centered, data driven, coherent, continuous, and results oriented and occurs in the context of learning communities, shared leadership, and adequate resources. A district-provided rubric allows schools to evaluate their professional development. Chicago Public Schools requires seven professional development days for teachers. The new teacher contract also imposes a system-wide restructured day twice monthly; during these days, students are released at noon, and teachers remain at school to participate in professional development activities. Schools are responsible for creating professional development plans that align with their improvement plans. The district reviews professional development plans on an annual basis. In addition to direction provided within these plans, teachers can individually select training opportunities; the district website provides planning tools to assist teachers in selecting appropriate professional development opportunities.

**Kellman Elementary is 1 of 135 elementary schools participating in the district's School Teams Achieving Results for Students (STARS) professional development program.** The STARS program seeks to help schools develop a cohesive professional development framework that supports their efforts to ensure academic achievement for all students. Kellman Elementary designated a leadership team, composed of the principal and several teachers. During the first year of STARS participation, leadership teams attend a week-long STARS Summer Teacher Leadership Academy that offers training on capacity building, managing change, designing effective instructional strategies, building a learning community, developing the leadership team, and planning. During the school year, leadership teams participate in six follow-up training sessions focused on research-based instructional strategies, including cooperative learning, multiple intelligences, brain-compatible classrooms, and graphic organizers. A second-year summer training institute covers the following topics: differentiated instruction, assessment, using student work for decision making, and promoting higher order thinking. The district's Office of Professional Development employs eight coordinators responsible for helping STARS schools implement instructional strategies and facilitate professional development opportunities.

**Principals in Chicago Public Schools participate in a variety of professional development opportunities.** The district collaborates with the principal's union to provide school administrator training through the Chicago Leadership Academies for Support Success (CLASS) program. The CLASS progress is comprised of five separate training strands:

- LAUNCH—leadership development for aspiring administrators,
- LIFT—new principal induction program,
- Illinois Administrators' Academy—mandated professional development activities,
- Chicago Academy for School Leadership—portfolio program targeting enhanced leadership skills and promotion of academic achievement, and
- CLASS Academy—comprised of new initiatives, action learning labs, and mini-conferences on emerging educational issues and instructional strategies.

At Kellman Elementary, the principal often participates in professional development activities because she believes that if the principal does not know about or like a particular idea or approach, then implementation will not go well at the school because it will get minimal support in the classroom. Much of the principal's professional development activities have focused on evaluating and using data to improve the school. The principal adds that the district Area Instruction Officer (AIO) provides continual support for principals through site visits, monthly principal meetings, and general availability to answer questions and offer assistance.

**Kellman Elementary provides systematic, ongoing professional development and support for its teachers.** The school has adopted an extended day schedule that enables them to release students at noon on Fridays. The school allocates Friday afternoons for teacher professional development activities. During these afternoon sessions, training focuses on the school's instructional programs, including topics such as the ILS and curriculum pacing, standardized testing and data analysis, literacy framework, the Chicago Math and Science Initiative, instructional approaches, Spanish (the school's magnet focus), school improvement planning, and classroom management, and teacher evaluation. Sometimes these sessions are led by the school's math and reading specialists. Additionally, when teachers attend outside professional development, they are expected to

share their learning with the staff during the afternoon inservices. According to one teacher, all educators are expected to actively participate, and no teachers “fall asleep” at the inservices. In addition to these activities, the school also requests that other schools with successful practices come to Kellman Elementary to share their successes with the staff.

## Instructional Programs, Practices and Arrangements

**The site-based management structure in Chicago Public Schools creates challenges in program consistency and curricular support across schools.** According to one district administrator, the site-based management structure in the district gives local school councils the authority to select their school’s instructional materials and programs, although schools on the academic watch list have less autonomy in selecting their materials. Site-based management limits the amount of content- and program-related support that the district can provide because of the diversity of materials and programs being used in Chicago schools. Moreover, it contributes to a lack of curricular direction in the core-content areas. In order to try to move schools in a common direction and create more programmatic coherence, the district has identified particular sets of instructional materials in math and science that align closely with the standards. Approximately 230 schools have adopted these materials, and in return, they receive high quality support and other incentives from the district.

**Kellman Elementary has developed a specialized writing program for its students.** Writing instruction begins during prekindergarten by showing students the connections between oral and written language. By first grade, students are working on sentence construction, and in second grade students learn about topic sentences, main ideas and construction of paragraphs. The program focuses on the writing process in third grade, teaching students about “power-grabbing,” catching the reader’s interest and attention. The program uses the hand as a visual model for writing—the five fingers represent the introduction, three main ideas, and the closing. The school supplements its writing program with Holt and Harcourt Brace Jovanovich materials, although the principal asserts that the school-developed program works better.

**Teachers at Kellman Elementary use a variety of instructional approaches to support student success.** The principal emphasizes that teachers like to challenge their students and are constantly looking for innovative ideas to implement in the classroom. Project-based learning is introduced at the elementary school beginning in first grade. When introducing new instructional activities, the principal requests that teacher volunteers first test the activities in the classroom and provide feedback about the usefulness, possible modifications, and applicability to specific grade levels. According to teachers, common instructional strategies include graphic organizers, integration of supplementary materials, and grouping and regrouping. Teachers use Iowa Test of Basic Skills (ITBS) test results to form the initial heterogeneous student groups. They focus particular attention on making sure students understand how the groups work, including requirements for active participation.

### Instructional Information\*:

	<i>G. Leland EI</i>	<i>Chicago Dist. 299</i>	<i>Illinois</i>
Pupil/Teacher Ratio	—	19.3	18.4
Average class size			
- Grade K	29.0	22.6	20.6
- Grade 1	29.0	24.0	21.3
- Grade 3	32.0	24.7	22.5
<b>Time devoted to teaching core subjects (minutes/day in grade 3):</b>			
- Mathematics	60	50	56
- Science	30	25	30
- English/ Language Arts	160	144	146
- Social Science	30	28	31

In order to meet students' changing skills and needs, teachers frequently regroup students. Teachers also bring classes together for modeling exercises—for example, fifth-grade students observed eighth-grade presentations, which was both informative and an excellent modeling activity. One teacher explains that every teacher brings a different approach to the classroom based on which techniques work best for him/her, but all use practices that communicate high expectations for students. This teacher adds, however, that teachers are constantly trying new strategies and asking for assistance from colleagues.

**Kellman Elementary recently introduced a new discipline program in the school—How to Make Children Mind without Losing Yours.** Training for the discipline program included readings concerning putting reality discipline into action, understanding why kids do what they do, maintaining authority without being an authoritarian, helping kids feel good about themselves for all the right reasons, and turning everyday hassles into everyday successes. Teachers also view videotaped excerpts and discuss the content. According to one teacher, the program has helped educators look at discipline in a new way. Additionally, the principal meets with students at the beginning of the school year to discuss school-wide discipline rules and appropriate student behavior. In discussing how they maintain discipline in the classroom, teachers stress the importance of respect and caring. As one teacher explains, once she shows the children she cares about them, they generally “fall in line,” although she admits that she sometimes must get the administration involved. Another teacher notes that teachers communicate high expectations and treat children with respect with the hope that this modeling will encourage the students to reciprocate these positive behaviors. A different teacher further explains that discipline at the school involves teacher collaboration and an open door policy that enables teachers to send students to other classrooms if the teachers' attempts at discipline management are frustrated.

## Monitoring: Compilation, Analysis and Use of Data

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**Chicago Public Schools uses a variety of measures to assess and monitor student progress, and monitoring student achievement is a priority at Kellman Elementary.** In addition to the state-required ISAT, Chicago Public Schools requires additional testing for elementary students, including the ITBS reading and math subtests (grade 3), the Miscue Analysis Assessment for reading (grades 1 and 2), Criterion Referenced Tests for the Comprehensive Reading Program for reading and math (kindergarten), and Logramos Spanish language achievement test (grade 3). Additionally, the Stanford Diagnostic Reading and Mathematics tests, although optional, are suggested for testing students who will be served in remedial programs. The district is also currently developing benchmark assessments in math and reading that will be administered once each academic quarter. These assessments will give schools and teachers information on how well students are performing in relation to the standards. At the school level, teachers at Kellman Elementary continually test and retest students in order to ensure they have mastered the standards tested on required standardized assessments. School-wide ISAT/ITBS practice testing occurs on a weekly basis, and reading and math diagnostics are administered school-wide every five weeks. Both the principal and teachers at the school provide praise for the state assessment, which they describe as excellent, very challenging, comprehensive, and an accurate measure of what students know and should know, and they particularly appreciate that the ISAT requires students to apply what they have learned and demonstrate how they came to their answers. In addition to these methods for monitoring student progress, teachers also use oral assessments and program-related tests.

**Chicago educators and stakeholders have extensive access to a wealth of student data.** The district employs both internal and external research evaluation teams to help analyze the extensive student data collected by Chicago Public Schools. The district website offers a number of data reports, including school profiles, school and citywide ITBS and state achievement test results over time, and citywide elementary promotion rates. Query tools allow individuals to select specific statistics for individual schools, such as demographic information, general information, or specific test results.

Educators can make specific data download requests. The district also creates Running Records reports that indicate how many students citywide are reading at proficiency level by grade level. The Kellman Elementary principal shares data reports with teachers, teaching them how to review and analyze the student data to determine focus areas. Additionally, the principal offers parents the opportunity for consultations to discuss and interpret test score results. In addition to monitoring district-provided data, the principal also monitors the weekly practice test results, identifying any areas needing special attention, and she sometimes collects samples of student work. Teachers add that a corporate sponsor sometimes comes to the school to provide assistance in analyzing test data or presenting information in practical ways. Additionally, teachers use ITBS/ISAT Skills Charts to monitor student mastery of standards and skills; the principal reviews these charts every 10 weeks.

**Administrators at Kellman Elementary use a variety of methods to monitor teachers at the school.** The principal conducts formal evaluations twice annually; these evaluations include formal observations followed by post-observation conferences. Teachers are rated on their instruction, school environment, professional and personal standards. Additionally, teachers receive ratings based on ITBS and ISAT student data because the principal believes that teachers are responsible for student achievement to some degree. The principal also relies on informal observations to monitor progress and instruction; she provides feedback to teachers after both formal and informal observations. In addition to observations, teachers must submit their lesson plans to school administrators every two weeks. The principal or assistant principal provides feedback on lesson plan development, content-area coverage, inclusion of reading framework areas and ILS, assignment of homework, evidence of supplementary activities (e.g., audio-visual, manipulatives, technology), accommodations for special needs students, and provision of the lesson plans in a timely manner.

## Recognition, Intervention and Adjustments

**Recognition activities at Kellman Elementary focus on students' academic and pro-social accomplishments.** The school highlights students through Student of the Week and Student of the Month awards. These awards, according to the principal, very rarely recognize academics; instead, students generally receive these awards for being thoughtful or being a good friend. Students of the Month do not have to wear their school uniforms on the recognition day, so that everyone at the school is aware of who they are, and the students' parents are invited to school for a luncheon to meet with teachers to learn about why their children were selected. Additionally, teachers give out classroom awards as well. For example, one teacher uses the bonus dollar program to inspire academic achievement. Students earn bonus dollars that can be used to raise their grades. Students must keep track of their bonus dollar accumulation, which the teacher believes teaches responsibility and encourages students to strive for success. Another teacher uses donated monetary gifts and pizza parties to reward students, and yet another maintains a treasure box, allowing students to choose prizes for good behavior. The school hosts a yearly awards program as well.

**Kellman Elementary educators support struggling teachers using a variety of intervention activities.** The principal will give teachers assignments based on skill development needs, and she states that teachers always complete these assignments with a high degree of excellence. She also sometimes sends teachers to workshops in order to build specific skills or knowledge. The principal also relies on school mentors to intervene with struggling teachers, and teachers assert that people on the staff work together to provide support. One teacher emphasizes that struggling teachers truly can approach the principal to request help with particular issues. Additionally, teachers needing additional assistance can participate in after-school intervention programs.



Chicago Public Schools and Kellman Elementary use a variety of intervention strategies for students needing additional assistance. The district provides extensive after-school services for students who are behind as well as summer programs for students in the early grades who need additional instructional support. Chicago Public Schools has also implemented the step up grade for third grade students who are behind in reading. At the school level, educators identify students needing additional assistance every five weeks using

### Resource Allocation\*:

	<i>Chicago Dist. 299</i>	<i>Illinois</i>
Instructional Expenditure per Pupil	\$5,286	\$4,842
Operating Expenditure per Pupil	\$8,482	\$8,181
% Expenditure per Function		
Instruction	50.7	45.5
General Administration	1.6	2.5
Supporting Services	38.5	31.0
Other Expenditures	9.2	21.0

\*Financial Indicators 2001-02

grades and assessment results. Once identified, educators meet with parents to discuss a plan for intervention. The school has regularly scheduled tutorials one to three periods each school day as well as after school tutoring for 20 weeks during the school year. Teachers also work with small groups of students on skill building activities in the core content areas. One teacher explains, however, that trying to meet all students' needs is a particular challenge because students need teachers' assistance academically, socially, and emotionally and getting to all students can sometimes be difficult. Another teacher expresses concern that she might have missed helping one of her students, worrying that she could have done something more.

## Other Factors Influencing Practices

### Resource Allocation

While resource availability affects Kellman Elementary, the school continually seeks funding sources to support its educational programming. According to the school principal, the availability of funding affects the supplies the school has as well as the support it can provide to students. The principal emphasizes, however, that educators are able to do other things to foster school achievement regardless of the school's funding situation. The principal allocates available dollars based on needs. For example, in the current school year, she focused available resources on developing classroom libraries. In addition to federal and district funding, the school also receives financial support from the Kellman Foundation, which provided more than half a million dollars for the school's laptop deployment program that will begin in the upcoming school year. Educators at the school also write numerous grant applications to procure additional funds.

### Core Beliefs about Teaching and Learning

#### **The belief that all children can learn pervades education at the district and campus level.**

District administrators indicate the mission of Chicago Public Schools is "every child every school," and they believe that if you give children the appropriate level of support from highly qualified teachers, then there is nothing students cannot do. Administrators attribute the achievement gap in the district to the experiential base that students bring with them to school. At Kellman Elementary, the principal strongly endorses the statement "all children can learn." She indicates that instruction must meet students' needs in order for learning to occur, though students may learn at different paces. The principal adds that educators' high expectations contribute to successful learning, and she emphasizes that she only hires school staff members who share the belief that all children can learn. Teachers at the school endorse this belief in learning, with one stating that she used to believe that some students could not learn as well as others, but being at Kellman Elementary has shown her the fallacy of this belief because all students learn at the school. Another teacher, though agreeing that all children can learn, explains that children learn at different rates and have different abilities. A different teacher indicates that teachers have a responsibility to find the strengths in each child.

In defining success, the principal explains that success is having students who are impacted by what they learn and who understand the importance of education and how it can change their lives. When students do not achieve mastery, the principal attributes this to a variety of factors, including attitude and behavior, a lack of maturity, poor study habits, and a challenging home life. She recognizes that some students simply need to be taught in a different way in order to be successful.

### **Local Influences, Relationships and Communication**

**Educators at Kellman Elementary believe their supportive school climate contributes to the school's success.** The principal describes the staff as very supportive, trustworthy, highly professional, competent, mutually respectful, and committed to children's success. She further states that she serves as a cheerleader, supporter, and encourager for the staff, ensuring teachers reach their full potential. The principal underscores the importance of a school climate that communicates the importance of all staff's input. While the principal recognizes the importance of the curriculum and student learning, she emphasizes that students must view school as a safe and clean place. She expects everyone from the security personnel to teachers to treat students in a warm and welcoming manner, nurturing a very friendly, caring, and warm environment in which learning and achievement is encouraged and appreciated by all. Teachers describe the school environment as supportive, encouraging and the staff as wonderful, warm, and familial. They explain that their priority is creating a positive environment for students, which encompasses resources, discipline, humor, and modeling.

**Kellman Elementary benefits from strong relationships with parents.** Teachers characterize parental support as vital and important, and they encourage parents to be involved. Teachers want parents to support the work they do, take part in school activities, model good behaviors like reading, and ensure their children come to school prepared to learn (i.e., get enough sleep, do their homework). Teachers estimate a high percentage of parents participate regularly in school activities, and one teacher adds that extended family members are also very involved. The principal holds parent meetings at the beginning of school to discuss rules and policies, parent involvement programs, testing, effective use of agenda organizers, school fees, staff and responsibilities, and instructional programming, and she offers opportunities throughout the school year to consult with parents regarding test results. Teachers also meet with parents at the beginning of the school year to explain the student workload and encourage parents to support their children academically.