John H Kinzie Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Dawn Caetta	Principal	dmorando@cps.edu	Has access
Rosa Hernandez	Assistant Principal	rmhernandez@cps.edu	Has access
Karen McLinden	DL Teacher/MTSS Coordinator	kmmclinden@cps.edu	No Access
Kim Speck	8th Grade Math Teacher	ksspeck@cps.edu	No Access
Ann Doyle	7th/8th ScienceTeacher	amdoyle@cps.edu	No Access
Loraine O'Malley	IB Coordinator	mlomalley@cps.edu	No Access
Jacqueline DeFina	K-3 Diverse Learner Teacher	jndefina@cps.edu	No Access
Elsa Diaz-Santiago	ELPT	ediaz@cps.edu	Has access
Teryl Snedden	4-8 DHH Teacher	tawoods@cps.edu	No Access
Michaelle Hinkamp	2nd Grade Teacher	mjhinkamp@cps.edu	No Access
Veronica Ewald	5/6 Language Arts Teacher	vlwisniowicz@cps.edu	No Access
Karen Salinas	Kindergarten Teacher	kmendoza1@cps.edu	No Access
Judy Healy	PreK- DHH Teacher	jahealy@cps.edu	No Access
Norma Muniz	MTSS Coordinator	namuniz1@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/08/2020	All Team Members Listed Above	2020-2022 CIWP Creation and Timelines
01/22/2020	All Team Members Listed Above	Started 2020-2022 Framework Ratings

Date	Participants	Topic
01/29/2020	Rosa Hernandez, Norma Muniz Wanda Jozwik	2020-2022 SEF
01/30/2020	Dawn Caetta, Anne Cuddy, Cecilia Guerrero, Jacky DeFina	2020-2022 SEF
02/05/2020	Dawn Caetta, Rosa Hernandez, Elsa Diaz-Santiago, Lorraine O'Malley, Jackie Janeteas, Veronica Ewald, Jacqueline DeFina, Judith Healy, Karen McLinden, Teryl Snedden, Michaella Hinkamp, Ann Doyle	2020-2022 SEF
02/03/2020	Rosa Hernandez, Lorraine O'Malley, Teryl Snedden, Wanda Jozwik, Norma Muniz	2020-2022 SEF
02/04/2020	Dawn Caetta, Teryl Snedden, Lorraine O'Malley, Cecilia Guerrero, Anne Cuddy, Elsa Diaz-Santiago	2020-2022 SEF
02/06/2020	Dawn Caetta, Lorraine O'Malley, Cecilia Guerrero, Anne Cuddy, Teryl Snedden, Elsa Diaz-Santiago	2020-2022 Areas of Critical Need
02/11/2020	Dawn Caetta, Anne Cuddy, Lorraine O'Malley, Teryl Snedden, Cecilia Guerrero, Elsa Diaz-Santiago	2020-2022 Areas of Critical Need
02/12/2020	Rosa Hernandez, Lorraine O'Malley, Elsa Diaz-Santiago	2020-2022 Framework Priorities
02/13/2020	Dawn Caetta, Anne Cuddy, Lorraine O'Malley, Cecilia Guerrero, Teryl Snedden, Elsa Diaz-Santiago	2020-2022 Framework Priorities/Root Cause Analysis
02/19/2020	Rosa Hernandez, Teryl Snedden, Anne Cuddy, Lorraine O'Malley	2020-2022 Root Cause Analysis/Goals
02/19/2020	Rosa Hernandez, Lorraine O'Malley, Michaelle Hinkamp, Jacky DeFina, Karen McLinden, Teryl Snedden, Veronica Ewald	2020-2022 Goals
02/25/2020	Dawn Caetta, Lorraine O'Malley, Teryl Snedden, Cecilia Guerrero, Anne Cuddy	2020-2022 CIWP Planning Companion Final Draft Review
02/27/2020	Dawn Caetta, Rosa Hernandez, Anne Cuddy, Teryl Snedden, Cecilia Guerrero, Lorraine O'Malley	2020-2022 CIWP Planning Companion Final Draft Review, Samples of Theory of Action
02/28/2020	Rosa Hernandez, Karen McLinden	2020-2022 CIWP Planning Companion Final Draft Review, Sam
03/03/2020	Rosa Hernandez, Elsa Diaz-Santiago, Anne Cuddy, Lorraine O'Malley, Cecilia Guerrero, Teryl Snedden	2020-2022 Theory of Action (Strategies & Action Steps)

Date	Participants	Topic
03/04/2020	Rosa Hernandez, Michaelle Hinkamp, Elsa Diaz-Santiago, Lorraine O'Malley, Jacqueline DeFina, Kim Speck, Jaqueline Janeteas, Ann Doyle, Veronica Ewald, Teryl Snedden	2020-2022 Theory of Action (Strategies & Action Steps)
03/05/2020	Dawn Caetta, Rosa Hernandez, Cecilia Guerrero	2020-2022 Theory of Action (Strategies & Action Steps)
03/20/2020	Dawn Caetta, Rosa Hernandez, Cecilia Guerrero ,Norma Muniz, Karen McLinden, Lorraine O'Malley, Teryl Snedden, Anne Cuddy, Mary Marley, Elsa Diaz-Santiago	Google Meet: 2020-2022 Theory of Action (Strategies & Action Steps)
03/23/2020	Rosa Hernandez, Dawn Caetta, Cecilia Guerrero, Anne Cuddy, Elsa Diaz-Santiago, Karen McLinden, Norma Muniz	Google Meet: 2020-2022 Theory of Action (Strategies & Action Steps)
03/25/2020	Rosa Hernandez, Cecilia Guerrero, Elsa Diaz-Santiago, Kristina Brady, Karen McLinden, Kathleen Tarello, Mary Marley, Norma Muniz, Teryl Snedden	Google Meet: 2020-2022 Theory of Action (Strategies & Action Steps)
03/27/2020	Rosa Hernandez, Cecilia Guerrero, Dawn Caetta, Elsa Diaz-Santiago, Kristina Brady, Karen McLinden, Norma Muniz, Teryl Snedden	Google Meet: 2020-2022 Theory of Action (Strategies & Action Steps)
03/30/2020	Rosa Hernandez, Cecilia Guerrero, Elsa Diaz-Santiago, Kristina Brady, Karen McLinden, Kathleen Tarello, Norma Muniz, Teryl Snedden	Google Meet: 2020-2022 Theory of Action (Strategies & Action Steps)
04/01/2020	Rosa Hernandez, Cecilia Guerrero, Elsa Diaz-Santiago, Karen McLinden, Kathleen Tarello, Lorraine O'Malley, Norma Muniz, Teryl Snedden	Google Meet: 2020-2022 Theory of Action (Strategies & Action Steps)
04/03/2020	Rosa Hernandez, Cecilia Guerrero, Elsa Diaz-Santiago, Kristina Brady, Karen McLinden, Kathleen Tarello, Lorraine O'Malley, Norma Muniz	Google Meet: 2020-2022 Theory of Action (Strategies & Action Steps)
05/11/2020	Elsa Diaz-Santiago, Rosa Hernandez, Sara Abrego, Janet Luna, Barbara Duarte, Estela Espinosa	Google Meet: 2020-2022 Fund compliance and Parent Involvement Plan
10/21/2020	ILT: Dawn Caetta, Rosa Hernandez, Elsa Diaz-Santiago, Norma Muniz, Karen McLinden, Kim Speck, Ann Doyle, Veronica Ewald, Lorraine O'Malley, Jacqueline DeFina, Karen Salinas	Google Meet: 2020-2022 Revisit Strategy 1 and rate on status of action steps
11/04/2020	ILT: Dawn Caetta, Rosa Hernandez, Elsa Diaz-Santiago, Norma Muniz, Teryl Snedden, Michaelle Hinkamp, Kim Speck, Ann Doyle, Veronica Ewald, Lorraine O'Malley, Jacqueline DeFina, Karen Salinas	Google Meet: 2020-2022 Revisit Strategy 2 and rate on status of action steps

Date	Participants	Topic
12/02/2020	ILT: Dawn Caetta, Elsa Diaz-Santiago, Norma Muniz, Teryl Snedden, Michaelle Hinkamp, Ann Doyle, Veronica Ewald, Lorraine O'Malley, Jacqueline DeFina, Karen Salinas	Google Meet: 2020-2022 Revisit Strategy 3 and rate on status of action steps

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

- 4 - Leadership for Continuous Improvement
    - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: We looked at 5 essentials data, 2018-2020 SEF, SQRP, and Discipline Reports. We rated ourselves similar to the 5 Essentials data from 2019. We need to improve on involving others in decision making.
- 4 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 4 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school

- o 4 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
- o 3 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)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Data sources: 5 Essentials, ACCESS results, State Report Card, Vision portal SQRP on track rates, attendance rates, discipline reports, REACH Observation trends, and Progress Monitoring . On track and attendance still high. The majority of our ratings still remain high but notice some need areas that we need to look at.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 4 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
  - o **Evidence**: Data Sources: vision portal, on-track rates, Reach observation, Access, teaching strategies gold, KIDS assessment, primary math and literacy data, algebra, IAR, ISA We noticed growth trends in the data for middle and upper grades. We need to focus on Math for our primary years.
- 3 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 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)
  - o **Evidence**: Data Sources: on-track rates, Reach observation, Access, teaching strategies gold, KIDS assessment, primary math and literacy data, algebra, IAR, ISA, NWEA, Instructional rounds We noticed that we need to add time for vertical planning, Peer observations and collaboration to ensure fidelity to programs and share ideas with one another; implement instructional rounds more often

- 4 - Balanced Assessment and Grading
    - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
    - 4 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
    - 4 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
    - 3 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
    - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
    - 3 Utilize assessments that measure the development of academic language for English learners
    - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
    - 4 Improve and promote assessment literacy
    - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
    - **Evidence**: Data Sources: Illinois state report cards, attendance rate, ACCESS Reports, ASPEN, NWEA, IB reports We found a need area in making assessments more accessible for our ELs and diverse learners taking into account EL Proficiency levels and IEP goals.
- 3 - MTSS
    - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
    - 3 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)
    - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
    - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
    - 3 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)
    - 3 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)
    - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
    - 3 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)
    - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- o 4 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)
- o 4 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)
- o 3 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 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)
- o 3 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)
- o 3 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 4 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)
- o 4 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)
- o 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)
- o 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)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 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)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 4 - Transitions, College & Career Access, & Persistence

- o 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)
- o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- o 4 READINESS ? Ensure equitable access to college preparatory curriculum
- o 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
- o **Evidence**: Data Sources: IEPs 7th and 8th grades ontrac rates, nwea , algebra pass rates, IAR, ISA, O*net interest inventory, student and parent questionnaires, Naviance, high school fair, career fair, JA, shadow days, letter writing to colleges We feel that the transition planning is a good start to think of the future which includes independent living skills, social skills, and career skills, and allows students to voice their concerns about HS and beyond. But feel the questions "upon secondary education" should be changed to "upon graduating from 8th grade" as children have a hard time seeing beyond what is in the near future.

Quality and Character of School Life

- 4 - Relational Trust
  - o 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)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Data Sources: reach obs trends, 5 essential , schedule, prep/DLs/resource schedules, discipline reports, 2nd Step program, PD schedules We feel this is a positive area as all staff, parents, students have a respectful relationship. There is no staff turn-around, they stay until retirement.
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: Data Sources: 5 Essentials report, According to 5 Essential report our involved families component rated very strong, but some staff feel a need to review the curriculum and look at the representation of different cultures.
- 3 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 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)
  - o **Evidence**: EMT plan, 5 Essentials, discipline reports, behavioral plans, CHAMPS, 2nd Step, Guest Speakers We are continuing to bring in guest speakers for talks on cyber safety, traffic safety, vaping unit, health unit, etc.
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Data sources: EMT, 5 Essentials Survey
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 3 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)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**

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

Goals

Areas of critical need and root cause analysis

[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.

Area of Critical Need 1	Math Attainment among Grade 2 students
Root Cause 1	Lack of use of Go Math! curriculum with fidelity and strategic differentiation
Area of Critical Need 2	Reading Growth among students with IEPs, Grades 3-8
Root Cause 2	Lack of differentiation for students with IEPs in Resource setting

Area of Critical Need 3	Reading Attainment among students with IEPs, Grades 2-8
Root Cause 3	Lack of differentiation for students with IEPs in Resource setting

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
SQRP: National School Attainment Percentile - Math (Grade 2) We chose this metric because it is an area where we think if students make gains in Growth, then Attainment goes up.	Overall		38.00	56.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) We chose this metric because we would have the ability to show more growth by looking at students that are on the cusp.	Students with IEPs		47.00	50.00
Vision: NWEA Attainment G2-8 (Reading) We chose this metric because we have a more consistent curriculum provided by teachers.	Students with IEPs		35.00	45.00
(Blank)				
(Blank)				

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				5.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Since 2014 we have obtained "Well Organized" for the My Voice, My School 5 Essentials Survey on the SQRP. We will continue to obtain "Well Organized."					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	develop a vertically aligned curriculum based on Go Math and the CCSS and also provide targeted, differentiated instruction using a variety of resources (i.e. formative quick checks, technology based tools, math warm ups, math talks, skills reviews)
Then we see...	an increase in student engagement in grade level and independent skill level practice
which leads to...	an increase of 18% of students at or above national attainment in 2nd grade from 38 to 56 percentile by end of year 2022 as measured by NWEA-Map SQRP metrics.
Budget Description	Anticipated 115 funds for FY 21 will be used to achieve CIWP goals.
Tags	Assessment: Monitoring Student Learning to Support Growth, CIDL: Digital Learning, FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, ODLSS: DHH, OSSE: Attendance & Truancy, OSSE: Students in Temporary Living Situations, Math: Rigorous Tasks, Math: Curriculum
Action steps	(On-Track) Deep dive data analysis to establish differentiation at Tiers 2 and 3 Tags:Assessment: Monitoring Student Learning to Support Growth, Math: Rigorous Tasks, Math: Curriculum (Not started) Explore the resources on NWEA site (RIT, Descarte, Learning Continuum) Tags:Assessment: Monitoring Student Learning to Support Growth, Math: Rigorous Tasks, Math: Curriculum

- (On-Track) Monitor attendance on a quarterly basis to determine students that may be at risk.

  Tags:OSSE: Attendance & Truancy, OSSE: Students in Temporary Living Situations

- (Not started) Vertical Alignment

  Tags:Math: Curriculum

- (Not started) Quarterly mapping of math standards

  Tags:Math: Curriculum

- (On-Track) Skill-based Math talks 3 weekly

  Tags:Math: Rigorous Tasks, Math: Curriculum

- (Not started) K-2 Math Facts quick checks 2-3 times a week

  Tags:Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum

- (On-Track) Use current curriculum, modified for CCSS alignment where necessary, with fidelity

  Tags:ODLSS: DHH, Math: Rigorous Tasks, Math: Curriculum

- (Not started) Small Group differentiated instruction for students identified as Tier 2 and Tier 3 for Math in K-2 on a daily basis How To: Content Under study Start with RIT Band Groups and adjust using a variety of available assessments Schedule Intensive intervention/acceleration period Paraprofessional support for small group intervention/enrichment Targeted after school math instruction for Tier 2 and 3 students

  Tags:MTSS: Progress Monitoring, Math: Rigorous Tasks, Math: Curriculum

- (On-Track) Identify technology based tools for differentiation (K-2) instruction for Math and train staff on their use

  Tags:CIDL: Digital Learning, MTSS: Progress Monitoring, Math: Rigorous Tasks, Math: Curriculum

- (Not started) Students that score at or below the 10th percentile will receive Tier 3 interventions outside of the Math block with classroom teachers, paraprofessionals or MTSS coordinator (unless other evidence of student performance indicates a different tier).

  Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring

- (Not started) Students that score between the 11th and 24th percentile will receive Tier 2 interventions outside of the Math block with classroom teachers or

	paraprofessionals (unless other evidence of student performance indicates a different tier).
	Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring
	• (Not started) 1-13 Parent workshops around K-2 mathematics
	Tags:FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC

Strategy 2

If we do...	provide students with a multi-modal approach to daily content area instruction, incorporating regular opportunities for student-to-student discussion, planning and carrying out research, analyzing and interpreting information within the content areas, and evidence-based writing
Then we see...	students will build the content knowledge and skills necessary to access increasingly complex texts
which leads to...	an increase of 6% of 3rd-8th grade students with IEPs at or above National School Growth for reading from 44 to 50 percentile by end of year 2022 as measured on SQRP metrics.
Budget Description	Anticipated 115 funds for FY 21 will be used to achieve CIWP goals.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Adaptive Pacing, CBE: Performance Based-Assessment, CBE: Supports, Interventions, or Extensions, CIDL: Curriculum, FACE2: Parent Engagement, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, ODLSS: Instructional Quality, ODLSS: Parent Involvement Specialists, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation
Action steps	• (Postponed) Ensure all teachers are looking vertically at the content area learning continuum (Vertical Articulation) Tags:CBE: Adaptive Pacing, CIDL: Curriculum, Literacy: Shift 4-21st Century Professional Learning, ODLSS: Instructional Quality • (On-Track) Provide PD for ESPs to provide support in creating a small-group environment that focuses on differentiation/intensive intervention/acceleration/ progress monitoring support How To: 1.Analyze use of aides - teachers planning for aides

Tags:CIDL: Curriculum, ODLSS: Instructional Quality, OSEL: Supportive Classroom Environment

- (On-Track) Provide PD for parents of all students - including Diverse Learners) to ensure communication between home and school. (Teaching parents how to use e-learning platforms to help their children at home).

  Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists

- (Not started) Professional Development Opportunities will be provided around multi-modal approach to daily content area instruction, incorporating regular opportunities for student-to-student discussion, planning and carrying out research, analyzing and interpreting information within the content areas, and evidence-based writing on a Quarterly Basis.

  Tags:CIDL: Digital Learning, Literacy: Shift 4-21st Century Professional Learning, ODLSS: Instructional Quality

- (On-Track) Ensuring PD plan (and schedule of grade-level meetings) for the year is shared out on Google Drive (with built-in reminders via Google Calendar)..

  Tags:CIDL: Curriculum, Literacy: Shift 4-21st Century Professional Learning, ODLSS: Instructional Quality

- (On-Track) Teachers will assess the students in their classroom to determine their learning style.

  Tags:Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation

- (On-Track) Teachers provide a variety of authentic assessments (read/response, power point, project, interview, evidence-based writing, etc) within the content areas to assess a students? understanding of content area objectives.

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Performance Based-Assessment, Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Obtain NWEA data on Inclusion vs. Resource instruction

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Performance Based-Assessment, Literacy: Shift 2-Leveraging Data to Close Gaps

- (Postponed) Quarterly mapping of informational standards (BOY)--On Google Drive for sharing

Tags:CBE: Adaptive Pacing, CIDL: Curriculum, Literacy: Shift 4-21st Century Professional Learning, ODLSS: Instructional Quality

- (On-Track) Teachers will explicitly teach research strategies and evidenced-based writing aligned to research standards in all content areas.

  Tags:CIDL: Curriculum, Literacy: Key Practice #3-Frequent Process-based Writing

- (On-Track) Teachers will include Multimodal learning activities How To: educational games,think pair share, case based learning/real life scenarios,personalized journal entries

  Tags:CBE: Supports, Interventions, or Extensions, CIDL: Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Tailored Learning/Differentiation

- (On-Track) Provide differentiation in all content areas How To: 1.Include time dedicated to work with students at their instructional level (intensive intervention/acceleration period) 2. Obtain differentiation materials in content areas 3. Use of Model Performance Indicators & Content/Language objectives to differentiate based on EL proficiency levels

  Tags:CBE: Supports, Interventions, or Extensions, CIDL: Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Tailored Learning/Differentiation

- (On-Track) Collaboration between SPED teachers and Gen Ed teachers (on a weekly basis) to ensure diverse learners are exposed to grade-level curriculum (differentiated).

  Tags:CBE: Supports, Interventions, or Extensions, CIDL: Curriculum, ODLSS: Instructional Quality, OSEL: Supportive Classroom Environment

- (On-Track) Explicitly teach comprehension strategies for understanding of informational texts across all content areas HOW TO: Text Features/ Interpret/Analyze: Graphs, charts, bold print, timelines, subheadings,illustrations, captions, maps, table of contents, glossaries, etc

  Tags:CIDL: Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences

- (On-Track) Engaging Students in higher order thinking questions about text(s) to encourage deeper understanding of content and develop collaborative conversation HOW TO/TOOLS: -Utilize Bloom?s Taxonomy levels of questioning- -DOK (Depth of Knowledge) -Marzano?s levels of questioning (Level1: Details, Level 2 Characteristics, Level 3 Elaborations, Level 4 Evidence), Annotation of text (vertical alignment with school consistency building across grade levels)

	Tags:CIDL: Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, ODLSS: Instructional Quality

Strategy 3

If we do...	provide students with a multi-modal approach to daily content area instruction, incorporating regular opportunities for student-to-student discussion, planning and carrying out research, analyzing and interpreting information within the content areas, and evidence-based writing
Then we see...	students will build the content knowledge and skills necessary to access increasingly complex texts
which leads to...	an increase in the percent of 2nd-8th grade students with IEPs at or above National School Attainment for Reading from 23.81% to 45% as measured on NWEA-Map Reading by the end of school year 2022.
Budget Description	Anticipated 115 funds for FY 21 will be used to achieve CIWP goals.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
Action steps	(On-Track) Ensure differentiation is created in various instructional levels to provide all students with access to grade-level content HOW TO: Identify student?s instructional levels. Research and obtain technological resources that are appropriate for all students Look into purchasing (BAS)Fountas and Pinnell Benchmark Assessment System 1 and System 2 Utilize Reading A-Z to determine student?s instructional reading levels. Utilize Easy CBM for identification and progress monitoring Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging

	Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation
	• (On-Track) Provide phonics instruction for DLs and MTSS Tier 2 and 3 in Grades 3+ for differentiation, as needed How To: Orton-Gillingham Within a resource setting Wilson Reading Words Their Way
	Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
	• (On-Track) Provide anchor charts, word walls, etc. with visuals to support learning
	Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Personalized Learning: Learner Focused
	• (On-Track) Utilize teacher assistants and other personnel to support classroom teachers to assess and progress monitor students
	Tags:Assessment: Improving Assessment Literacy
	• (Not started) Professional Development opportunities will be provided around writing in response to reading with a content area focus quarterly. How To: 1 BOY Quarterly mapping of informational reading and writing standards within the content areas.
	Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #5-Creating Content in a Digital Environment

Action Plan

Strategy 1

On-Track Oct 21, 2020

Deep dive data analysis to establish differentiation at Tiers 2 and 3

Sep 08, 2020 to Jun 23, 2022 - Classroom Teachers, Resource/Specials Teachers

Not started Oct 21, 2020

Explore the resources on NWEA site (RIT, Descarte, Learning Continuum)

Sep 08, 2020 to Jun 23, 2022 - K-2, 1st, 2nd Grade Teachers

On-Track Oct 21, 2020

Monitor attendance on a quarterly basis to determine students that may be at risk.

Sep 08, 2020 to Jun 23, 2022 - Teachers, Admin, MTSS Team, Attendance clerk

Not started Oct 21, 2020

Vertical Alignment

Sep 08, 2020 to Jun 23, 2022 - Classroom Teachers, Resource/Specials Teachers

Not started Oct 21, 2020

Quarterly mapping of math standards

Sep 08, 2020 to Jun 23, 2022 - Classroom Teachers, Resource/Specials Teachers, Lead Teachers

On-Track Oct 21, 2020

Skill-based Math talks 3 weekly

Sep 08, 2020 to Jun 23, 2022 - K-2 grade teachers

Not started Oct 21, 2020

K-2 Math Facts quick checks 2-3 times a week

Sep 08, 2020 to Jun 23, 2022 - K, 1st, 2nd Grade Teachers

On-Track Oct 21, 2020

Use current curriculum, modified for CCSS alignment where necessary, with fidelity

Sep 08, 2020 to Jun 23, 2022 - K, 1st, 2nd Grade Teachers

Not started Oct 21, 2020

Small Group differentiated instruction for students identified as Tier 2 and Tier 3 for Math in K-2 on a daily basis How To: Content Under study Start with RIT Band Groups and adjust using a variety of available assessments Schedule Intensive intervention/acceleration period Paraprofessional support for small group intervention/enrichment Targeted after school math instruction for Tier 2 and 3 students

Sep 08, 2020 to Jun 23, 2022 - K, 1st, 2nd Grade Teachers. MTSS Interventionist

On-Track Oct 21, 2020

Identify technology based tools for differentiation (K-2) instruction for Math and train staff on their use

Sep 08, 2020 to Jun 23, 2022 - School Administration,K-2 teachers, MTSS Interventionist

Not started Oct 21, 2020

Students that score at or below the 10th percentile will receive Tier 3 interventions outside of the Math block with classroom teachers, paraprofessionals or MTSS coordinator (unless other evidence of student performance indicates a different tier).

Jun 08, 2020 to Jun 23, 2022 - MTSS Interventionist

Not started Oct 21, 2020

Students that score between the 11th and 24th percentile will receive Tier 2 interventions outside of the Math block with classroom teachers or paraprofessionals (unless other evidence of student performance indicates a different tier).

Sep 08, 2020 to Jun 23, 2022 - Classroom Teacher

Not started Oct 21, 2020

1-13 Parent workshops around K-2 mathematics

Sep 08, 2020 to Jun 23, 2022 - Parent Facilitator, Teachers

Strategy 2

Postponed Nov 04, 2020

Ensure all teachers are looking vertically at the content area learning continuum (Vertical Articulation)

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers

On-Track Nov 04, 2020

Provide PD for ESPs to provide support in creating a small-group environment that focuses on differentiation/intensive intervention/acceleration/ progress monitoring support How To: 1.Analyze use of aides - teachers planning for aides

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers

On-Track Nov 04, 2020

Provide PD for parents of all students - including Diverse Learners) to ensure communication between home and school. (Teaching parents how to use e-learning platforms to help their children at home).

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers DL Teachers

Not started Nov 04, 2020

Professional Development Opportunities will be provided around multi-modal approach to daily content area instruction, incorporating regular opportunities for student-to-student discussion, planning and carrying out research, analyzing and interpreting information within the content areas, and evidence-based writing on a Quarterly Basis.

Sep 01, 2020 to Jun 30, 2022 - Karen McLinden Elsa Diaz-Santiago Lorraine O?Malley

On-Track Nov 04, 2020

Ensuring PD plan (and schedule of grade-level meetings) for the year is shared out on Google Drive (with built-in reminders via Google Calendar)..

Sep 01, 2020 to Jun 30, 2022 - Karen McLinden Elsa Diaz-Santiago Lorraine O?Malley

On-Track Nov 04, 2020

Teachers will assess the students in their classroom to determine their learning style.

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers

On-Track Nov 04, 2020

Teachers provide a variety of authentic assessments (read/response, power point, project, interview, evidence-based writing, etc) within the content areas to assess a students? understanding of content area objectives.

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers

Not started Nov 04, 2020

Obtain NWEA data on Inclusion vs. Resource instruction

Sep 01, 2020 to Jun 30, 2022 - Administration, Case Manager

Postponed Nov 04, 2020

Quarterly mapping of informational standards (BOY)--On Google Drive for sharing

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers, Lead Teacher

On-Track Nov 04, 2020

Teachers will explicitly teach research strategies and evidenced-based writing aligned to research standards in all content areas.

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers

On-Track Nov 04, 2020

Teachers will include Multimodal learning activities How To: educational games,think pair share, case based learning/real life scenarios,personalized journal entries

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers, DL Teachers Resource/Specials Teachers

On-Track Nov 04, 2020

Provide differentiation in all content areas How To: 1.Include time dedicated to work with students at their instructional level (intensive intervention/acceleration period) 2. Obtain differentiation materials in content areas 3. Use of Model Performance Indicators & Content/Language objectives to differentiate based on EL proficiency levels

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers, DL Teachers, Bilingual//ESL Teachers, Resource/Specials Teachers, ELPT

On-Track Nov 04, 2020

Collaboration between SPED teachers and Gen Ed teachers (on a weekly basis) to ensure diverse learners are exposed to grade-level curriculum (differentiated).

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers DL Teachers

On-Track Nov 04, 2020

Explicitly teach comprehension strategies for understanding of informational texts across all content areas HOW TO: Text Features/ Interpret/Analyze: Graphs, charts, bold print, timelines, subheadings,illustrations, captions, maps, table of contents, glossaries, etc

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers

On-Track Nov 04, 2020

Engaging Students in higher order thinking questions about text(s) to encourage deeper understanding of content and develop collaborative conversation HOW TO/TOOLS: -Utilize Bloom?s Taxonomy levels of questioning- -DOK (Depth of Knowledge) -Marzano?s levels of questioning (Level1: Details, Level 2 Characteristics, Level 3 Elaborations, Level 4 Evidence), Annotation of text (vertical alignment with school consistency building across grade levels)

Sep 01, 2020 to Jun 30, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers

Strategy 3

On-Track Dec 02, 2020

Ensure differentiation is created in various instructional levels to provide all students with access to grade-level content HOW TO: Identify student?s instructional levels. Research and obtain technological resources that are appropriate for all students Look into purchasing (BAS)Fountas

and Pinnell Benchmark Assessment System 1 and System 2 Utilize Reading A-Z to determine student?s instructional reading levels. Utilize Easy CBM for identification and progress monitoring

Sep 08, 2020 to Jun 23, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers

On-Track Dec 02, 2020

Provide phonics instruction for DLs and MTSS Tier 2 and 3 in Grades 3+ for differentiation, as needed How To: Orton-Gillingham Within a resource setting Wilson Reading Words Their Way

Sep 08, 2020 to Jun 23, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers

On-Track Dec 02, 2020

Provide anchor charts, word walls, etc. with visuals to support learning

Sep 08, 2020 to Jun 23, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers

On-Track Dec 02, 2020

Utilize teacher assistants and other personnel to support classroom teachers to assess and progress monitor students

Sep 08, 2020 to Jun 23, 2022 - Classroom Teachers, DL Teachers, Resource/Specials Teachers, ESPs/PSRPs

Not started Dec 02, 2020

Professional Development opportunities will be provided around writing in response to reading with a content area focus quarterly. How To: 1 BOY Quarterly mapping of informational reading and writing standards within the content areas.

Sep 08, 2020 to Jun 23, 2022 - Karen McLinden Elsa Diaz-Santiago Lorraine O?Malley

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Staff analyzes student data (K-2: DIBELS,TRC, NWEA MAP Math, ACCESS data 2-8th: NWEA Reading and Math Data, ACCESS data, IAR Reading and Math Data, ISA Data, student work, attendance data, vision and hearing, and anecdotal teacher data) to inform instruction. Data results at Kinzie indicate that students not demonstrating grade level proficiency on CCSS Reading and Math could benefit from extra learning opportunities. As a result of this finding, an intervention program is developed into the language arts block that provides for "at-level" and skill based instruction (Tier 1 & Tier 2). For those students who are farthest away from grade level proficiency, a 30 minute block of intensive (Tier 3) instruction with the MTSS teacher is provided.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

Instruction will be provided by highly qualified teachers in all core academic subjects and specialty areas (diverse learners and English learners).

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.

?All students will participate in student to student conversations about text during daily instructional time. Reading, writing and speaking will be grounded in evidence from text. All students will have daily practice with complex text and its academic language. Literacy instruction will be aligned to the common core state standards and WIDA English Development Standards for English Learners and will be supported by text, materials and technology.
?All students will engage in grade-level appropriate, high-cognitive demand tasks and lessons on a daily basis. All students will regularly participate in student to student discourse around mathematical concepts on a daily basis. Mathematics instruction will be aligned to the common core state standards and will be supported by text, materials and technology.
?All students will engage in hands ?on, inquiry based activities and lessons on a daily basis. All students will daily communicate both orally through class discussion and in writing through written response about the concepts presented in class on a daily basis. Science curriculum is aligned to the NGSS Standards.

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).

?Provide opportunities for Students with Disabilities to participate in academic programs in the least restrictive environment while still meeting their individual educational needs. Write goals based on data analysis gathered from multiple sources (DIBELS, MAP-NWEA, ACCESS, IAR, ISA, authentic student work,

etc.)

?English Language Program Teacher will meet with bilingual/ESL teachers to analyze ACCESS data in order to align WIDA ELD Standards and Common Core State Standards to drive instruction. Provide differentiation based on analysis through use of content and language objectives and Model Performance Indicators (MPIs) that align instruction to the language and academic needs of English Learners.

?Teachers will monitor student progress and provide Tier 1 and Tier 2 interventions during daily intervention blocks. Intervention blocks will alternate between literacy and mathematics interventions every day for thirty minutes.

?MTSS teacher will provide Tier 3 interventions for K-8 grade students and will meet with teachers regularly to review student progress and to determine next steps.

?Organize a High School Fair and Career Fair for students and parents in grades 6-8 to make them aware of the different specialty high schools and for them to think about the high school they would like to attend after completing their elementary schooling.

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

?Instruction will be provided by highly qualified teachers in all core academic subjects and specialty areas (diverse learners and English learners). Focus on hiring teachers who have endorsements of need: Bilingual, Diverse Learner Endorsements, etc.

?Encourage teachers to get endorsements in areas of need such as instruction of English Learners and Diverse Learners.

?A multi-step interview process is employed: phone interview; in-person interview with grade level team that includes questioning and lesson/instruction conversations to assess candidate expertise, philosophy and commitment; interview team meeting to discuss candidates and finalize list for final interview in which they may be asked to demonstrate a class lesson.

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.

?Literacy coach and English Language Program Teacher will provide quality professional development aligned with district initiatives and common core standards for all teachers throughout the year.

?Literacy coach will provide quality feedback to staff through coaching and modeling.

?All K-8 teachers will complete necessary training for sexual health education through the Learning Hub.

?Provide special education teachers with professional development on co-teaching practices and differentiated instruction.

?Provide special education teachers with professional development on writing IEP goals aligned with the Common Core State Standards.

?PD provided by CPS district for educational support personnel.

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

?Host parent workshops to provide parents with training in technology, literacy, mathematics, nutrition, etc. Parents will decide on content of meetings based on their needs.

?Provide American Sign Language classes to all parents (beginning, advanced)

?Maintain a parent room with computers for their use during school hours (meetings, research, etc.) Invite parents for monthly meetings and other activities through monthly calendar, postings, flyers, marquee, robo calls, and school website.

?Partner with the Office of Language and Cultural Education to bring high quality workshops to parents around meeting the needs of English Learners.

?Continue to promote parental involvement through entryway bulletin board in which the school calendar, upcoming meetings, and pictures of parents engaged in activities are posted.

?Post and send home fliers for all parent meetings in English, Spanish, and Polish.
?School website section dedicated to Parental Involvement.

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.

?Host parent workshops to provide parents with training in technology, literacy, mathematics, nutrition, etc. Parents will decide on content of meetings based on their needs.
?Provide American Sign Language classes to all parents (beginning, advanced)
?Maintain a parent room with computers for their use during school hours (meetings, research, etc.) Invite parents for monthly meetings and other activities through monthly calendar, postings, flyers, marquee, robo calls, and school website.
?Parent Orientation Meeting with Kindergarten Teachers at the start of the school year during Open House.

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.

?Teachers will be provided with professional development on gathering data from multiple sources (DIBELS/TRC, MAP, NWEA, observations, IAR, ISA, etc.) and analyzing it to inform instruction and determine which students fall into Tier 1, 2 and 3.
?Teachers will engage in assessment data conversations during grade level team meetings to describe student achievement and create plans to improve individual student achievement and their own instructional practice.
?Teachers will receive professional development on differentiating instruction to meet the needs of all students based on assessment data.

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.

An intervention program has been developed into the language arts block that provides for at-level and skill based instruction (Tier 1 & Tier 2). The students at Tier 3 will receive a 30 minute block of intensive instruction with the MTSS Lead Teacher.

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.

All parents will be invited to workshops that provide information regarding state, local and federal services. They will also be invited to attend informational sessions regarding violence prevention, nutrition programs, housing programs, job training programs, etc. For the past 2 years, we have had a partnership with Parenting for Non-Violence which has brought parents workshops on how to discipline their children with love, effective communication between parents and children, and parenting classes. We will continue this partnership, as funding allows. We will also be partnering with University of Chicago to bring a series of nutrition classes to parents. We will use in house resources to provide parents with technology classes that teach them how to use email, parent portal, and the Google Suite used by their children as part of the instructional program.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

Parents will be consulted through regular monthly parent meetings. Monthly meetings are scheduled throughout the year to review and revise the ESSA Title I parental and family engagement plan and policy, school review process, and school improvement.

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

Monthly meetings will be put on the school calendar that is given to parents. Parents will also be notified by the Blackboard out-call system. The annual meeting agenda will be posted and the meeting notice will be sent to all parents seven days prior to the annual meeting. Annual Title I Meeting- October 23, 2020. PAC Organization Meeting- October 23, 2020. The Principal will provide parents with information regarding the ESSA Title I Parent and Family Engagement plan at the annual meeting held at the start of each academic school year. At this meeting, parents will receive information regarding academic and enrichment programs, curriculum, assessment data, and ways that parents can serve as partners with the school.

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.

We have a room (104) for parents to hold their regular meetings. During the monthly meetings someone from the administrative team is available to listen to and respond to parent questions, suggestions and input about the education of their children. Administration also reads and responds to notes that are taken at the monthly parent meetings. At the end of the school year and at the beginning of the following school year, parents are asked to provide input on topics they would like to have presented at monthly meetings or workshops. This is an "active" list from which administration and the parent facilitator gather information and seek out resources to provide parents with workshops to meet their specific needs/requests. There is also a parent participation section on each agenda so that parents have an opportunity to voice their suggestions, comments, and/or concerns.

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.

Coordinate parent meeting dates to involve all parent stakeholders- BAC, PAC, PTC, etc. Classroom Teachers, MTSS Teacher and English Language Program Teacher, will communicate with parents regarding reading performance measures and how parents can help at home. We will also send printed reports of each child's performance on state assessments (IAR and ACCESS for ELs) as well as communicate NWEA performance through the Student Goal Setting Worksheet. State assessment reports will be sent to parents as soon as they become available, usually in September of the following school year.

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.

Parents will be notified immediately if the instructor is not highly qualified. Parents will receive appropriate letters regarding this situation.

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.

Parents will have the opportunity to speak to teachers and administration regarding assessment results and standards at all times during the school year. Parents can schedule appointments with teachers and administrators throughout the academic year. Principal also presents a State of the School presentation at the beginning of the year for all parent groups (LSC, PTC, PAC, & BAC) explaining academic assessments and their results. Parents will receive student letters that will explain student progress on all assessments. Parents also have the opportunity to meet with the technology coordinator to set up a Parent Portal account that allows parents 24/7 access to their child's grades.

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.

Kinzie hosts a Family Reading Night in which parents can come to school and learn how they can assist their children at home. A resource room is provided within the school with resources to help parents. During report card pick up a workshop is held to assist parent to access their child's grades on the parent

portal. Parents are encouraged to be a part of the school and attend BAC, PAC, and PTC meetings to learn about Kinzie School. Parents have access to software and textual materials provided by Kinzie School to help their children at home. Parents are also encouraged to attend field trips with their child. Kinzie hosts various programs within the school and parents come out and volunteer.

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.

Our staff provides workshops for parents with literacy information and will provide information regarding technology. Staff will assists parents to improve the academic achievement of their children through ongoing communication. Staff members are encouraged to reach out to families on an ongoing basis via CPS Mail. Many teachers also use the Google Classroom to communicate with students and parents about assignments, upcoming assessment, and academic expectations. Teachers are encouraged to invite parents to volunteer in their classrooms, ensuring that parents have completed the CPS requirements for volunteers.

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.

We hold family events at the school to encourage involvement. Staff and parent attendance is very high for these events- Open House, Family Reading Night, Report Card Pick Ups, Family Fun Fest, etc.

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.

Information will be distributed to parents in a timely manner in several ways(out-calls, flyers sent home, monthly calendars, posted on marquee outside of the school, school website) and in several languages. Fliers are posted at each door in English, Spanish, and Polish informing parents of upcoming meetings, workshops, and events.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

All are checked.

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.)

Kinzie Elementary School?s rigorous curriculum and diverse environment empowers all students to become critical thinkers, lifelong learners, global citizens and visionary leaders of the future.

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.

Kinzie has a Fall Open House where we invite all parents to meet the teachers and staff. 1st, 2nd & 3rd quarter Report Card Pick-up dates provide an opportunity for parents to meet directly with teachers to discuss student progress. Progress reports are sent home every 5 weeks, in between report card distribution, to ensure that parents know about their child's academic performance before the end of the marking period and can schedule meetings with teachers, as needed. IEP/504 meetings are held annually for all diverse learners. Eighth grade parent meetings are scheduled every five weeks with students that are at risk to ensure success and graduation. Parents can meet with teachers Monday- Friday during teacher preparation periods when an appointment is scheduled.

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

Kinzie will send 5 week progress reports, quarterly report cards/IEP supplements, quarterly progress reports and assessment information to parents to keep them informed of student progress.

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

Kinzie is open before school and after school hours. Teachers are available for parent meetings at all times with prior written request. Parents can also meet with teachers during their preparation periods. Parents also communicate with teachers via CPS email and through telephone conferences.

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.

Parents are welcome to volunteer any time at Kinzie. Parents must complete CPS documentation before they can begin volunteering. Upon completion of the necessary CPS requirements, parents are welcomed to volunteer as chaperones on field trips, classroom volunteers, recess monitor volunteers, to name a few.

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

We ask parents to monitor grades on parent portal, check daily planners and discuss progress daily with their children. Parents must monitor homework daily to ensure homework is completed. Parents must ensure that their children attend school and are on time every day.

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

Parents are invited to monthly parent meetings (BAC, PAC, PTC, and LSC) where they are able to express their concerns, ideas and plans for the future of Kinzie Elementary. Parent communication is frequent through letters, out-calls, monthly calendars, the Kinzie Website, and postings on the school marquee.

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).

We ask all students to attend school regularly, come to school prepared with their homework and supplies, resolve conflicts in a positive way and always try to do their best in their work and behavior. Each morning, students recite the Kinzie School Pledge to get them focused on the expectations that the school has for them and that they should have of themselves. School-wide attendance incentives are in place to encourage classrooms and grade level teams to be in school daily.

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.

Our goal(s): 1. To have parents attend monthly meetings where they provide feedback for school improvement and receive information on student assessments/reports and how to read them (strengths and areas of need), Parent Portal (monitoring of grades and homework), events at Kinzie and other school parent committees. 2. Offer parents quarterly workshops which provide the parents tools to help their children make academic and social gains.

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	$1379.00

	purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$459.00
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)	$0.00
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 by used only by parents.	$1400.00