

Charles Kozminski Elementary Community Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Bernadette Glover	Principal	blglover@cps.edu	Has access
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Valencia Burton	LSC Member	valenciabrtn@yahoo.com	No Access
Tina Saphir	ESP	tsaphir@cps.edu	No Access
Anna Soto	Community Partner	ann.soto@chicagoyouthcenters.org	No Access

Team Meetings

Date	Participants	Topic
03/10/2020	Davis, Glover, Robinson, Adams	Goal
02/18/2020	Sparks, Olson, Robinson	SEF Priorities - Root Cause Analysis
04/17/2020	Glover, Manning, Olson, Robinson, Sparks, Davis	Theory of Action
02/04/2020	Davis, Glover, Adams, Sparks, Manning	SEF Priorities

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 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
 - 3 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 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
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community

- 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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)
 - **Evidence:**
- 2 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 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)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	4
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	SQRP: National School Attainment Percentile - Reading (Grades 3-8)
Root Cause 1	An inconsistency of an aligned curriculum utilized between grades second through eighth grade. An assessment plan should be

	developed to address the learning gaps in transient students.
Area of Critical Need 1	SQRP: National School Attainment Percentile - Math (Grades 3-8)
Root Cause 2	Utilize a progression of standards to address gaps in student achievement
Area of Critical Need 3	Vision: Attendance Rate
Root Cause 3	Supporting our families to understand the correlation between attendance, the school's mission statement and student academic achievement.

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 - Reading (Grades 3-8) This metric was selected because of the 59% of our students who are not performing at the reading attainment level. The reading achievement has been stagnant with a dip in SY17-18. Attainment for second grade has improved consistently for the past 3 years.	African American		44.00	49.00
	Students with IEPs			
SQRP: National School Attainment Percentile - Math (Grades 3-8) This metric was selected because of the 64 % of the students who are not performing at the mathematics attainment levels. The mathematic achievement has been stagnant and has shown minimal growth. The second-grade math attainment has been inconsistent.	African American		32.00	36.00
	Students with IEPs			
Vision: Attendance Rate The attendance rate has been consistently at approximately 94%. Although consistent the attendance is not meeting the district goal.	African American		95.00	97.00
	Overall		95.00	97.00
(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 The survey indicates that there was a change in the school structure from being organized to moderately organized.			5.00	5.00	

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...	If standards based instruction is implemented and we identify the knowledge and skills needed to achieve grade level outcomes utilizing a highly aligned curriculum with targeted supports, then there will be clarity, consistency and equity to what all students will learn and what all faculty teach
Then we see...	students engaged in high quality Common Core aligned lessons. Students will be engaged in high order thinking with complex tasks utilizing a variety of strategies and problem-solving techniques
which leads to...	49% of students in reading and 36% of students in math reaching attainment.
Budget Description	Our staff will need intense professional learning, facilitated by a consultant, to unpack the standards, analyze the progression of standards for each grade level to determine instructional moves using our curricula. A teacher position to coach teachers is needed to support teachers to acquire and adopt best practices for instruction. Substitutes will be needed to allow teachers to learn during the work day and to visit classrooms and to plan learning for students. Our school will need to seek learning opportunities beyond district offerings to deepen knowledge about standards at educational conferences and a budget will be needed to cover expenses. An extended day budget is needed for teachers to partner with other schools/teachers and visit practitioners who are successfully implementing the standards to learn ways to build their craft and to plan for instructions. Funds are needed to obtain the supplies and resources (books, professional organization memberships, online subscriptions) needed to support teacher learning and development. A funding source is needed to purchase technology equipment (i.e. laptops, chromebooks,

	interactive boards, audio visual aides) to enhance teaching and learning and provide access to learning content beyond an immediate reach of a textbook.
Tags	CBE: Supports, Interventions, or Extensions, CIDL: Curriculum, ODLSS: Instructional Quality
Action steps	<ul style="list-style-type: none"> • (Not started) Professional development unpacking the standards Tags:Curriculum, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, CBE: Extended Learning • (Not started) Engage staff in professional learning to unpack standards and connect to skills Tags:Curriculum, Assessment: Curriculum Equity Initiative, CBE: Extended Learning • (Not started) Engage staff in training for effective research-based instruction that compliments materials and curriculum Tags:Curriculum, Assessment: Curriculum Equity Initiative, CBE: Extended Learning • (Not started) Implement a classroom learning cycle and schedule Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth • (Not started) Enhance school-wide systems that support student engagement and equity Tags:Arts Education: Authentic Arts Integration, CBE: Supports, Interventions, or Extensions • (Not started) Obtain an instructional coach to support teacher practice Tags: • (Not started) Purchase instructional material to support academic areas Tags:Curriculum • (Not started) Schedule professional learning walks and create a peer feedback system Tags:Assessment: Monitoring Student Learning to Support Growth

	<ul style="list-style-type: none"> (Not started) Strategically map curriculum to connect learning across content and grades <p>Tags:Curriculum, Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) Acquire materials and resources to support instruction and learning <p>Tags:Curriculum</p>
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Strategy 2

If we do...	If we cultivate collaborative relationships among all stakeholders that foster respectful and supportive interactions and encourage a sense of belonging to the school and classroom community
Then we see...	a supportive and caring environment with relational trust among all stakeholders
which leads to...	an emotionally safe environment where all stakeholders allow themselves to be vulnerable to work collaboratively and engage in risk-taking to increase relational trust as measured on the 5 Essentials Survey.
Budget Description	In order to achieve the goals outlined in the strategy, we need to partner with a consultant to help our school engage in the emotional work of becoming a more caring school community beginning with the adults. We will need to purchase materials and supplies to engage with a curriculum. Funds are needed to pay teachers for extended day and to bring in substitute teachers to provide time to allow teachers to plan.
Tags	OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Use email and Class DOJO to create an efficient pathway for two way communication. <p>Tags:Family & Community Engagement</p> <ul style="list-style-type: none"> (Not started) Use a closed Facebook group established by the school to communicate with families. <p>Tags:Family & Community Engagement</p> <ul style="list-style-type: none"> (Not started) Use electronic scheduling tools and virtual conferencing to plan meetings with families. <p>Tags:Family & Community Engagement</p> <ul style="list-style-type: none"> (Not started) Building trusting relationships through professional development to explore core beliefs in our school.

	<p>Tags:Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) With the input of the students, create motivational posters using supplies with slogans or quotes that promote connection and community. <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) SEL Instruction that includes conflict / resolution strategies, identifying and recognizing emotions, taking personal responsibility and accepting differences <p>Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Develop student leadership opportunities through a targeted curriculum and peer jury. <p>Tags:SSCE: Student Leadership</p>
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Strategy 3

If we do...	If we employ a student support system that integrates universal SEL instruction that includes multiple tiers of support across grade levels and guides students to take ownership and to resolve conflicts
Then we see...	all stakeholders engaging in restorative and equitable practices to constructively resolve conflicts.
which leads to...	an increase to the supportive environment metric on the 5 Essentials School Survey.
Budget Description	Teachers and staff will need to attend conferences and workshops to learn effective discipline models. We need funds for extended day to create a team to design and build an effective discipline system that works to support the whole child. The team will need funds to obtain resources and materials to guided the development of the plan. Substitute teachers and extended day funds are needed to support monitoring of the implementation of the plan. Supplies are needed to market and execute the plan.
Tags	Equity: Fair Policie sand Systems, ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> (Not started) Purchase and employ universal hall pass system <p>Tags:Equity: Fair Policie sand Systems, OSEL: Supportive and Equitable Discipline Practices, OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Employ a restorative justice coordinator

	<p>Tags:Equity: Fair Policie sand Systems, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Institute PBIS system to promote a positive school environment with predictable positive and negative consequences. <p>Tags:Equity: Fair Policie sand Systems, ODLSS: Behavior Support, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) SEL Instruction that includes conflict / resolution strategies, identifying and recognizing emotions, taking personal responsibility and accepting differences <p>Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Develop student leadership opportunities through a targeted curriculum and peer jury. <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p>
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Strategy 4

If we do...	If we employ a student support system that integrates universal SEL instruction that includes multiple tiers of support across grade levels and guides students to take ownership and to resolve conflicts.
Then we see...	Then, we will see all stakeholders engaging in restorative and equitable practices to constructively resolve conflicts.
which leads to...	An increase to the supportive environment metric on the 5 Essentials School Survey.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) Use email and Class DOJO to create an efficient pathway for two way communication. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Use a closed Facebook group established by the school to communicate with families. <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Use electronic scheduling tools and virtual conferencing to plan meetings with families. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Building trusting relationships through professional development to explore core beliefs in our school. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) With the input of the students, create motivational posters using supplies with slogans or quotes that promote connection and community. <p>Tags:</p>
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Action Plan

Strategy 1

Professional development unpacking the standards

Jul 15, 2020 to Jun 04, 2021 - Consultant/ILT

Engage staff in professional learning to unpack standards and connect to skills

Jun 01, 2020 to Aug 28, 2020 - ILT

Engage staff in training for effective research-based instruction that compliments materials and curriculum

Jul 01, 2020 to Jun 30, 2021 - ILT

Implement a classroom learning cycle and schedule

Jun 01, 2020 to Jun 30, 2020 - ILT

Enhance school-wide systems that support student engagement and equity

Sep 01, 2020 to Jun 30, 2021 - Administration

Obtain an instructional coach to support teacher practice

Sep 01, 2020 to Sep 30, 2020 - Administration

Purchase instructional material to support academic areas

Jun 01, 2020 to Aug 31, 2020 - Administration

Schedule professional learning walks and create a peer feedback system

Sep 01, 2020 to Jun 30, 2021 - ILT Grade Band Lead

Strategically map curriculum to connect learning across content and grades

Jul 01, 2020 to Aug 31, 2020 - Teachers

Acquire materials and resources to support instruction and learning

Sep 01, 2020 to Jul 31, 2021 - Teachers

Strategy 2

Use email and Class DOJO to create an efficient pathway for two way communication.

Sep 01, 2020 to Jun 30, 2021 - ILT

Use a closed Facebook group established by the school to communicate with families.

Sep 01, 2020 to Jun 30, 2021 - ILT

Use electronic scheduling tools and virtual conferencing to plan meetings with families.

Sep 01, 2020 to Jun 30, 2021 - ILT

Building trusting relationships through professional development to explore core beliefs in our school.

Aug 01, 2020 to Jun 30, 2021 - Administration

With the input of the students, create motivational posters using supplies with slogans or quotes that promote connection and community.

Sep 01, 2020 to Jun 30, 2021 - Counselor/Student Council

SEL Instruction that includes conflict / resolution strategies, identifying and recognizing emotions, taking personal responsibility and accepting differences

Sep 01, 2020 to Jun 30, 2021 - Counselor

Develop student leadership opportunities through a targeted curriculum and peer jury.

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Strategy 3

Purchase and employ universal hall pass system

Sep 01, 2020 to Jun 30, 2021 - Administration

Employ a restorative justice coordinator

Sep 01, 2020 to Jun 30, 2021 - Administration

Institute PBIS system to promote a positive school environment with predictable positive and negative consequences.

Sep 01, 2020 to Jun 30, 2021 - PBIS Team

SEL Instruction that includes conflict / resolution strategies, identifying and recognizing emotions, taking personal responsibility and accepting differences

Sep 01, 2020 to Jun 30, 2021 - Counselor

Develop student leadership opportunities through a targeted curriculum and peer jury.

Sep 01, 2020 to Jun 30, 2021 - BHT

Strategy 4

Use email and Class DOJO to create an efficient pathway for two way communication.

Sep 01, 2020 to Jun 30, 2021 - ILT

Use a closed Facebook group established by the school to communicate with families.

Sep 01, 2020 to Jun 30, 2021 - ILT

Use electronic scheduling tools and virtual conferencing to plan meetings with families.

Sep 01, 2020 to Jun 30, 2021 - ILT

Building trusting relationships through professional development to explore core beliefs in our school.

Aug 01, 2020 to Jun 30, 2021 - Administration

With the input of the students, create motivational posters using supplies with slogans or quotes that promote connection and community.

Sep 01, 2020 to Jun 30, 2021 - Counselor

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.

Results of the comprehensive needs assessment indicate the following items as priority: Remedial reading instruction, remedial math instruction, PBIS strategies, and student technology. In addition supplemental reading materials, supplemental math materials, and fine arts to enhance reading/math skills, updated science texts.

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

After-school instruction will be available to all students who need additional support in academic subjects, homework, and organizational strategies. Additional access to technology through the use of the Chromebooks will ensure that students have up-to-date resources available. Multi-disciplinary projects will be presented through Family Night events that engage students and their families in projects and activities that support learning standards.

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.

Strengthens the core academic program by updating curriculum materials highly aligned with learning standards and current practice. Increased access to technology will allow students more opportunities for research and presentations. Additionally, teachers will be able to incorporate technology based learning into their classroom instruction. After-school math and ELA tutoring, and library access are available to students after the regular school day. Students who stay after school for these services are provided a meal and opportunities for enrichment. A summer tutoring program is available for students during the month of July and August. This 2 ? hour program provides continued instruction in ELA and math, as well as opportunities for library/media access and silent reading.

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).

The school's multi-tiered system of support team which is composed of the behavioral health team, attendance team and academic support team provide a multi-disciplinary, problem-solving approach to students who have behavior, health, academic, and attendance issues. Strategies include mentors, check-in/check-out, referrals for school and/or community-based counseling, participation in after school tutoring. Team building activities including evening game nights and special events to create a positive school climate for all students.

Multi-disciplinary projects, such as Family Math & Science Night, Geography Fair, and Reading Fair, encourage students to work together in a peer team and to connect skills across disciplines.

Data will be examined to determine student needs such as: Aimsweb scores, PARCC, STAR reading, classroom grades, and attendance. Determination of successfully meeting the needs of children will be made based on student growth and achievement.

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

All teachers meet highly qualified requirements. Any teacher assigned to a course for which he/she is not highly qualified will have a plan, developed with the school principal, to become highly qualified.

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.

Teachers, staff, students, and families will receive professional development for the following: Opening of school policy and procedures, Curriculum Implementation, Assessment data review

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

Family activities will be held throughout the school year to allow students the opportunity to share projects they have created and to engage families in learning activities. These include events such as Family Math & Science Night, My Very Own Library, Additional activities are provided for parents through our Parent Advisory Committee (PAC), including parent workshops.

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.

Prior to the first day of class, students who will remain at Kozminski for elementary school are invited to participate in the school's Cougar Welcome Day, presented by faculty, staff, and students. New students are introduced to school staff and to the school building and engage in activities with existing students. Parents are welcome to stay for special parents' activities including, building tour, introduction to school staff, and a question and answer session.

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.

The instructional leadership team meets twice per month to examine school level and student data. Staff also meet weekly in grade levels to examine student data. Data reviewed come from a variety of sources including state, district, network and curriculum assessments classroom grades, and attendance. The purpose of these meetings is to develop programs to meet individual student needs and to shape the

instructional program for the school to maximize student success. Grade level teams have common planning time daily for curriculum alignment, lesson planning, and assessment development.

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.

The school's MTSS team meets bi-weekly to discuss student referrals for behavior, academic, health and attendance concerns. Assistance through the after school program intensive remedial instruction in decoding, reading comprehension, writing, and math computation and comprehension based on a student's needs. Students may also be referred for mentoring or counseling for assistance with pro-social skills. Students in need of academic assistance may participate in the Saturday or summer tutoring program for extended instruction in reading and math.

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.

Title I funds provide assistance for homeless students including school supplies and transportation. Community resources also assist with school supplies, clothing needs. Students are provided with assistance for curriculum-based field trips as needed.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The Kozminski PAC holds monthly meetings which are announced to the school community through our monthly calendar/newsletter. The PAC will sponsor various workshops to address the needs and development of parents. PAC works in collaboration with other parent groups including PTA and LSC.

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

The school holds an annual meeting to discuss Title 1 requirements and the parents' right to be involved in the Title 1 programs. The annual PAC meeting will be held during the last week of the first month of school. The purpose of these monthly meetings is to discuss the school and develop strategies to increase parental involvement.

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.

Kozminski will host regular parent monthly meeting and as needed to address student academic performance and behaviors. Parents will also be surveyed to offer suggestions about the education of their students.

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.

Kozminski school will provide reports of student academic performance to parents and guardians from reports prepared NWEA, ISA, and MClass which list the most recent scores and Fall benchmark scores and winter benchmark scores with a prediction of probable performance on assessment.

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.

All teachers staffed as Kozminski school meet the "highly qualified" requirement of Title 1 Regulation. If a situation arises that a not highly qualified has to temporarily cover a class, the parents of affect student will be notified.

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.

Kozminski school will schedule parent information meetings and workshops to deepen part understanding of the Common Core Standards, PARCC, CPS benchmark assessments, NWEA and curriculum.

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.

Kozminski will provide parent literacy workshops and technology training. The technology training will teach parents how to access parent portal in Gradebook. Parents will be invited to our Literacy and Math day to learn about our school wide strategies used to improve student achievement.

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.

A whole staff professional development will provide information and training on how to involve parents in assisting in their child's education. All staff will be made aware that each and every parent or guardian is an important partner in pursuing the Kozminski mission. Kozminski staff will communicate with parents through class dojo, the Remind Me app, and written communication.

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.

Kozminski involves parents and guardians in our Pre-K for all program on a regular basis. Parents are encouraged to participate in Family Reading Night, Health and Wellness Week, Family Literacy Week, Family Science Night, Mother's Day/ Father's Day Social Events, Parent Social Events, Reading Fair, Scholastic Book Fair, Field Trips, School Assemblies and Field Day

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 regarding school and parent activities are shared at the beginning of each month vis the school newsletter followed by weekly reminders of times and locations. The information will also be posted on the school's website and marquee.

Policy Implementation Activities

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

<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>

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

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

n/a

School-Parent Compact (Complete)

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

Our mission is to challenge our students with a highly structured, standards-based curriculum that incorporates the common core state standards through the use of literacy and writing, technology integration, parental involvement, ongoing professional development, and collaboration of stakeholders.

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.

Kozminski will participate in parent-teacher conferences. A minimum of two parent teacher conferences will be held; one in the fall and the other in the spring. The purpose of the conference will be to review the student report card and discuss academic success and areas for improvement.

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

Kozminski provides regular reports to parents regarding student progress. Parents receive mid quarter progress reports, quarterly grades, and students maybe provided a report of progress as requested. Parents are also able to track student grades and attendance through parent portal and behavior through class dojo.

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

Parents are encourages to meet with staff during preparation periods or meeting times can be arranged before or after student instruction.

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.

Kozminski encourages parents to volunteer in a variety of ways. Volunteer packets are available online via the Chicago Public School's Family and Community Engagement website. Parents may volunteer to assist in the preparation of special projects such as assemblies or student productions. Additionally, parents serve as field trip chaperones throughout the school year.

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

Parents are asked to expect and then to inspect for homework assignments and to insure that they are completed and turned in. Parents are asked to monitor google classroom for assignments and parent portal for submission fo the assignments. Parents are asked to ensure that students attend school regularly and on time. Parents are also asked to make sure that their child maintains food decorum and follow school rules and does not participate or initiate conflict of any kind. Parents can communicate with teachers through the ClassDojo App, remind me app, and track progress through the parent portal.

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

Kozminski parents are asked to participate in the CPS My Voice My School survey each year. This provides feedback about the school characteristics and performance. Parents also provide ideas and have discussion at the school during PTA, PAC, and LSC meetings. Parents are also asked to participate in school generated surveys.

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).

Kozminski students will be informed about their own level of performance through individual data meetings that are held 3 times per school year. Students meet with their teachers to develop and set goals and to monitor progress toward achieving the goal.

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.

Engage parents in activities, programs, and events that help deepen their knowledge and awareness around student academic development, performance, and outcomes. Support parents with resources to help them help their child in at home learning.

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
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53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1133.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$376.00
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 be used only by parents.	\$0.00