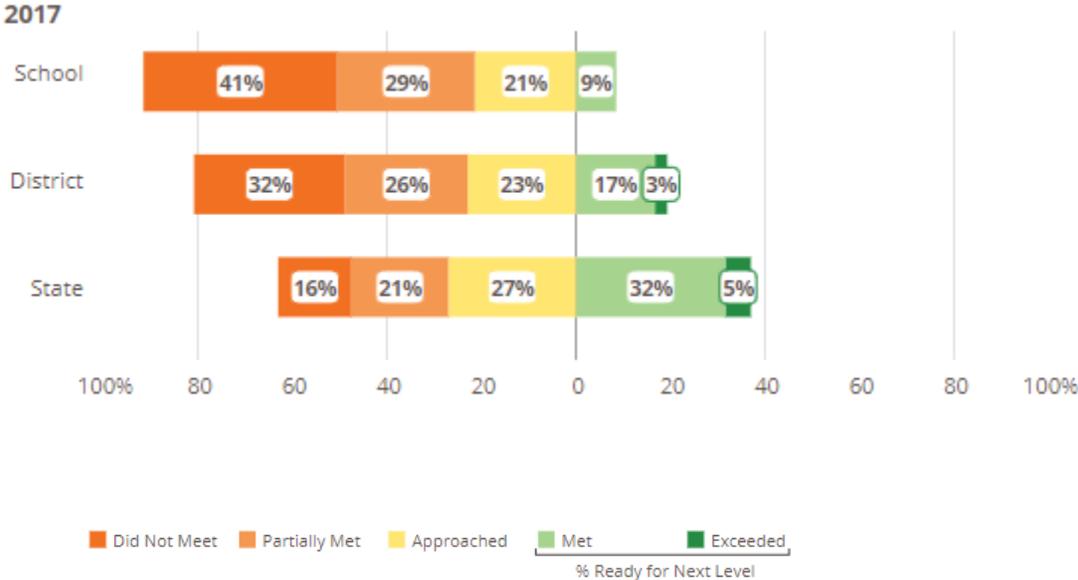


Kishwaukee Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Kishwaukee Elementary School ESSA SIP Plan 2018-2019

1. Comprehensive Needs Assessment –

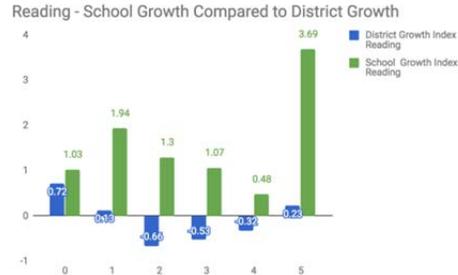
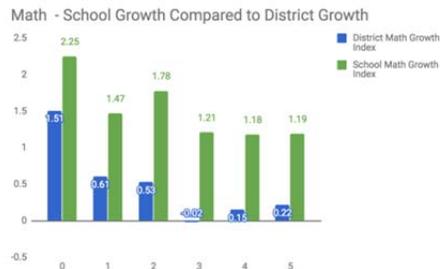
PARCC



With PARCC test results, we noticed that we are significantly low in math and reading across all demographics and subgroups; with math scores slightly lower than reading scores. Close to one third of our students are refugee English Language Learners that speak thirteen different languages. These languages include several from Africa. Students are being assessed in a language that is not their native language. On top of this, most of our English Learners did not learn to read or write in their native language which means as they learn to read English, they are learning their first true language. Over 95% of our students live in poverty. Most of this is generational poverty. Ruby Payne (2008) explains that students from families with little formal education often learn rules about how to speak, behave, and acquire knowledge that conflict with how learning happens in school. They also often come to school with less background knowledge and fewer family supports. We have focused on ELA by providing professional development on ELA strategies such as Reader’s Workshop, guided reading, and Writing.

We attribute this to being the reason Reading is higher than Math scores which is opposite of the district scores.

MAP



In the last year, we had a significant increase in the number of students who met or exceeded MAP goals in Reading and Math. However, NWEA MAP data tells us that a large majority of students are still not achieving RIT scores that show grade level proficiency. In the past, our formative ELA, F and P, and sight word data showed significant growth, but did not correlate with MAP scores. After this last year, we see this changing. We believe this is due to rigor of instruction and student stamina as well as level where growth was attained. For example, a second grader may make significant growth and meet an individual learning goal and still be reading below grade level. We need to continue our rigor of instruction, use of data, and PDSA to continue to have students meet and exceed MAP goals. As we continue to exceed goals, students will grow to proficiency which will translate into better PARCC scores as well.

ACCESS

In the past year, 12 students showed English proficiency as evidenced by the ACCESS test. This is 14% of ELs. We noticed that our ACCESS scores show that many students are not testing out due to not scoring proficient on the writing component. While students are low in more areas than writing, most students have higher scores in reading than in writing. Because many of our students are coming to us from refugee camps, many do not read and write in their native language. They also lack background experiences and vocabulary needed for formal American education.

Behavior

We notice that since the implementation of A Connected School and the allocation of a Behavior Intervention Specialist, behavior referrals have dropped significantly. We also noticed that general respect for others, bullying, verbal abuse, and physical contact remain our top referral offenses, just at a reduced number for occurrences. Social emotional concerns at Tier 2 and Tier 3 remain a priority for us to address. We believe this to be due to poverty level at home, background experiences, lack of social skills, and lack of parental involvement in a student's education. Another concern for us is students affected by trauma.

ESL

We notice that our number of newcomer refugee students across the grade levels is increasing. For example, a 5th grade newcomer student will be learning basic vocabulary, letter identification, and letter sounds. Again, coming from refugee camps, they are lacking necessary background knowledge

and vocabulary. These students also live in extreme poverty and have little, if any, formal schooling when they come to us.

Special Ed

Our number of students with IEPs is slightly above average compared to district and state numbers. However, the needs of our students are not significant. We noticed an increase in the number of students with IEPs who met or exceeded their NWEA MAP scores.

Boys vs. Girls

We have noticed that our male students have more behavior referrals than our female students and score lower on standardized assessments than our female students. We feel this is due to behavior of students and less growth mindset. More boys receive referrals for physical altercations which receive consequences of out of class time.

Poverty

Our poverty rate is 95% plus. Many of these students live in generational poverty. Research tells us that the largest indicator of student success is socioeconomic status, which limits background knowledge and experiences for students.

Homeless Students

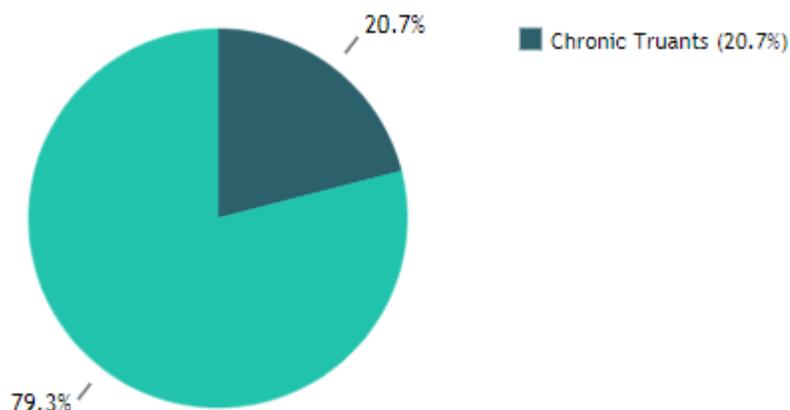
We notice that 13% of our students qualify for the Families in Transition program. This means they are homeless as defined by living in a location that is not rented, leased, or owned by the students' parents. This allows students to remain at our school regardless of student address, but can mean a very long commute to and from school each day.

Transiency

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	27.0	24.6	29.5	39.6	32.6	17.9	16.8			26.1	26.3	33.3	24.6
District	13.3	13.7	12.7	11.1	19.3	9.3	7.5	25.0	24.6	13.8	11.2	15.5	16.0
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

Our mobility rate is 27%. Transiency affects learning by students continually being added to and dropped from classes. Students come to us mid-year that do not have the same background instruction as our students and require intervention to be caught up. Research also tells us that each move a student makes to a new school negatively affects achievement which is another deficit that needs to be made up.

Attendance



Our truancy rate for absences is 20.7%. Chronically tardy students are also a concern. Students who are not at school cannot learn. We believe higher parental engagement in student learning will reduce truancy and tardy rates. We will update numbers when more recent reports are run.

Title I Teacher

Based on the data presented above and in Base Camp, we will allocate for the position of a Title I Teacher to provide individual learning, small group instruction, and/or grade level support to increase achievement.

Parent Liaison

Based on both the academic data and the non-academic data above, a Parent Liaison will be used to engage parents in the education of their students. This would include, but not be limited to, providing parent workshops and parent outreach. When surveying parents while visiting the Community Closet and attending Moments with Mom, a high majority expressed satisfaction at the services the Parent Liaison offered, the invitations to events, and her ability to answer questions or direct parents to services. We have seen an increase in parental participation in events with the addition of a parent liaison

2. List other special or support programs offered at your school.

Special or support programs offered at Kishwaukee School include: ESL through a TPI program, Response to Intervention, Boy Scouts and Girl Scouts, a 21st Century After School Program, A Connected School Program, Tutoring, Parents as Partners, Team READ, Parent Support Specialist, and a Community Closet.

3. Describe school wide improvement or reform strategies in narrative forms, to include:

- a. Opportunities for all students, including each of the subgroups
Kishwaukee School offers support to students through Special Education Resource Teachers, ESL teachers, and highly qualified classroom teachers. All students received small group, on level reading and math instruction as well as grade level instruction. RTI, through the use of individualized learning plans (ILPs) are offered to students. Leveled Literacy Intervention is also available to all students.

We will provide teachers with necessary supplies needed to, implement programs and use effective strategies as well as supplies that may be needed from consultation services. Consultations services will focus on NWEA MAP data analysis and support, Reading Horizons coaching, STEM training, and training in the use of Plan, Do, Study, Act (PDSA). These will include, but are not limited to, books, composition notebooks, pencils, paper, writing tools, post-it notes, tape, file folders, page protectors, binders, etc. Educational games, licenses (Raz kids, Reading A to Z) manipulatives, instructional supplies (scissors, glue, markers, crayons, erasers,), and curriculum materials will be related, but not limited to, vocabulary, writing, Units of Study, reading comprehension, Close Reading, Reader's Workshop, Writer's workshop, guided reading, fluency, base 10 math support, number talks, number sense, and word problems. Library books for school and classroom libraries will be related to, but not limited to, reader's workshop, science and social study topics, mentor texts for writing, and engaging books. All of the above may also be related to teaching of the Social/Emotional Learning Standards.

We will purchase technology to include but not limited to devices such as Chromebooks and/or iPads, or other like devices, charging cart and accessories. Technology devices will allow students to do research across multiple online data bases. Technology devices will also provide students the tools needed to work towards proficiency on reading presented in diverse media. Technology can also be used to organize information that will be used in a presentation by students. Technology will also be used to facilitate supplemental programs that will provide learning supports and individualized learning. Students can use technology to listen to text as they learn to read. ESL students, especially, use technology to hear and see at the same time. Technology devices can also be used to differentiate activities by providing learning opportunities at student specific learning levels, but using the same device as on level peers. Use of technology will allow students to have personal instruction.

- b. Methods and strategies to strengthen and enrich the program
Kishwaukee School has implemented Reading Horizons, Units of Study, Engineering is Elementary to enrich the literacy program. Guided reading and guided math are used in those areas.

We will provide teachers with necessary supplies needed to, implement programs and use effective strategies as well as supplies that may be needed from consultation services. These will include, but are not limited to, composition notebooks, pencils, and paper. Educational games, licenses (Raz kids, Reading A to Z, iReady, examples, but not limited to) manipulatives, instructional supplies (scissors, glue, markers, etc.), and curriculum materials will be related, but not limited to, vocabulary, writing, Units of Study, reading comprehension, Close Reading, Reader's Workshop, Writer's workshop, guided reading, fluency, math facts, math talks, number sense, and word problems. Library books for school and classroom libraries will be related to, but not limited to, reader's workshop, science and social study topics, mentor texts for writing, and engaging books. All of the above may also be related to teaching of the Social/Emotional Learning Standards.

We will purchase technology to include but not limited to devices such as Chromebooks and/or iPads, or other like devices, charging cart and accessories. Technology devices will allow students to do research across multiple online data bases. Technology devices will also provide students the tools needed to work towards proficiency on reading presented in diverse media. Technology can also be used to organize information that will be used in a presentation. Technology will also be used to facilitate supplemental programs that will provide learning supports and individualized learning. Students can use technology to listen to text as they begin to read. ESL students, especially, use technology to hear and see at the same time. Technology devices can also be used to differentiate activities by providing learning opportunities at student specific learning levels, but using the same device as on level peers. Use of technology will allow students to have personal instruction.

- c. Ways to address students' needs, especially those at risk of failing
Student needs are addressed through ILPs, RTI, and sometimes the use of tutors. We also address student needs by offering small group, on level instruction. We offer support through a Parent Liaison and Behavior Intervention Specialist. A Title I Teacher supports grade level academic needs.

We will provide student focused learning support to students, as demonstrated through assessments, from classroom teachers and support staff member, which will include but not be limited to the Title I Teacher, ESL staff, resource staff, and tutors. This time will be used for students in need of intervention and students in need of assessment. Time will be set, but students receiving services will be fluid. A Title I Teacher as well tutors will provide more intense interventions and/or enhancements to students in need. Support will include push-in support to help students complete and succeed with grade level material.

4. Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas.

We will use braided funding to provide up to two staff members to coordinate and lead a College and Career Readiness Club as part of our 21st Century After School Program. We will also use braided funding to purchase supplies such as paper, pens, books, games, and social/emotional materials.

We will continue to use the A Connected School and PBS programs to support social emotional learning. We will purchase items to support cool-down centers in classrooms and throughout the school where students can reflect on their behavior and write plans for success after they cool down their emotions. This will include, but not be limited to, paper, sand or water timers, fidget activities such as untying knots, playdough, puzzles, etc.. PBS and behavior incentives will be purchased.

We will continue to implement the Second Step program and a the 2nd Step Anti-bullying program to support the social-emotional needs of the students. We will continue to teach the 7 Habits through "The Leader in Me" strategies. We will add Restorative/Responsive classroom strategies. Materials needed to include, but not be limited to paper, ink, lamination, manipulatives, card stock, trade books, and professional development resources will be purchased.

We will purchase items to include, but not be limited to wipes, toothbrushes, toothpaste, and deodorant to help students feel clean and better prepared to learn.

Our Parent Support Specialist will continue to offer the Community Closet to provide students with items families may need. This includes, but is not limited to, items listed above as well as donated clothing, and school supplies.

We will provide targeted intervention based on MAP data for boys performing below grade level. This will include academic and social emotional interventions.

Attendance and truancy concerns will be addressed through services such as parent boot camps, student lessons, and incentives for good attendance. This can include, but not be limited to, a basket of board games, books, or art supplies.

Teachers and students use goal setting and student led conferences to support student learning. Materials to be purchased will include, but not be limited to binders, paper, ink, chart paper, markers, pens, pencils, post-it notes, etc.

Teachers will continue to work on Growth Mindset education for students. Professional development through books, book study, use of chart paper, markers, trade books, etc. may be needed.

School will provide counseling and Social Emotional Learning training for staff about trauma-affected students, including any necessary supplies such as books, paper, pens, and markers. We will explore the possibility of using tutors and other staff members to provide mentoring services and/or train community volunteers to work with trauma based students. We will explore a peer mentor program and provide any necessary training and supplies. We will attempt to bring in Community based services to support student social emotional needs.

5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs.
 - a. We will plan a 5th grade Career Day where students are exposed to careers and the education needed for such careers. Students learn goal setting and progress monitoring, Growth Mindset, soft skills, and do research on colleges and careers.
6. Describe any activities regarding the implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.

We will use braided funding to provide up to two staff members to coordinate and lead a College and Career Readiness Club as part of our 21st Century After

School Program. We will also use braided funding to purchase supplies such as paper, pens, books, games, and social/emotional materials.

We will provide student focused learning support to students, as demonstrated through assessments, from classroom teachers and support staff member, which will include but not be limited to the Title I Teacher, ESL staff, resource staff, and tutors. This time will be used for students in need of intervention and students in need of assessment. Time will be set, but students receiving services will be fluid. A Title I Teacher as well tutors will provide more intense interventions and/or enhancements to students in need.

Tiered behavior supports include, but are not limited to, classroom support through A Connected School, PBS, and Leader in Me. Classroom supports also include a program such as Second Step as well as an Anti-Bullying program. Higher tiered needs will be met through a Behavior Intervention Specialist or Social Worker.

7. Describe any activities regarding professional development to improve instruction and use of data.

We will systematically target educator's needs to include, but not limited to, Reading Horizons, Base 10, number sense, real world application of math strategies, differentiation, NWEA MAP, Reading Strategies Book, Writing Strategies Book , Google Classroom, Balanced Literacy, STEM (Engineering in Education) and social emotional learning standards. This will have all students receiving differentiated instruction in researched based strategies and all students working towards meeting MAP goals as measured by walk-throughs, observations, evaluations, and district and state assessments.

8. Describe any activities regarding strategies for assisting preschool students' transition from EC programming to the elementary school program.

Purchase items for and prepare Kindergarten Readiness boxes. These will include, but not be limited to, items such as flashcards, book, pencils, crayons, writing paper, name plate, etc. They will be handed out at the Kindergarten Meet and Greet.

Kindergarten students and families will be invited to a Kindergarten Meet and Greet held before school starts. Students will be able to see the school and classrooms as well as meet the teachers.

With the support of the Parent Support Specialists and the District PACE department, we will provide Kindergarten parents with a Kindergarten Boot Camp series to teach parents about the expectations for elementary school and how to support their student.

9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.

We will provide teachers new to Kishwaukee an in-building mentor or teaching buddy to guide the teacher through his or her first year at Kishwaukee. Services will include, but not be limited to, planning together, tours of the school, meeting to explain expectations and family events, help deciding on committees to serve on, and help with knowledge of resources. New Teacher PLCs will be offered to all staff, but targeted to new staff to Kishwaukee to support staff with tasks to include, but not be limited to, on-line grade book, report cards, behavior referrals, school events, and the evaluation process.

We will provide and implement professional development which will include, but not be limited to, register educators for workshops, hire consultants, stipends, ordering professional development books and supplies. Topics for PD include, but are not limited to, Social/Emotional Learning strategies, differentiation, SIOP strategies, Vocabulary, Base 10, number sense, number talks, reading strategies, fluency, Close Reading, writing, Units of Study, guided reading, student engagement, STEM (EiE) and technology for staff (such as data monitoring, Google Docs, etc) and technology for students to use.

10. Describe any activities and/or approaches to support homeless children and youth.

Support to homeless students will include our Community Closet run by our Parent Support Specialist, school supplies, and any needed social emotional supports. We will work to ensure all homeless students have what is needed to be successful in school.

11. Describe any activities and/or approaches to engage parents in their child's education and school.

We will continue to work with a Parent Support Specialist to communicate with parents and support the educational process. We are going to do a whole school book. We will provide every student with a copy of the same chapter book. We will ask all families to read this book together. As we go through the book, we will send home materials to complete activities at home that will support engagement and comprehension of the book. We will end the program with a school wide assembly with activities. We will need to purchase books, paper, writing instruments, glue, crayons, etc. to do this project. We will also include organizing and facilitating parent trainings on topics including, but not limited to, helping with homework, nutrition, healthy habits such as appropriate bedtimes, curriculum expectations, and community support offerings. The PSS will be a communication liaison between school and home on topics such as homework, behavior, upcoming events, etc. PSS shall facilitate daycare for educational opportunities at the school for parents with small children to help address common hardships for parent involvement. The PSS will assist with increasing parent participation in surveys to gauge school progress, effectiveness, and areas for the school to improve in. The PSS will build and support a network of parents to participate in the continuous school improvement cycle. As well as the Kindergarten Boot Camp discussed above, the PSS will work with Middle School Staff to provide a Middle School Boot Camp to 5th grade students and parents.

The PSS will assist staff with events to include, but not limited to: Family Nights – Bingo for Books, Spooky Reading Night, a STEAM event, Open House, Workshops, Student-Led Conferences, Black History Program, International Day Assembly, Dr. Seuss Café, Moments with Mom/Dad, and the Thanksgiving Feast.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.

We have used the Boot Camp forum, Leadership meetings, parent meetings, and parent events to work with stakeholders in developing our school's Title I Plan.