



School Improvement Plan

School:	Windsor Elementary School
Year:	2021-2022
Date Completed:	November 15, 2021
School Board Approval Date:	

School Improvement Planning Team			
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ISBE Vision and Values

Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that every child brings within her or his diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities each needs to succeed.

Illinois Continuous Improvement Process



- Identify a School Leadership Team
- Build a Stakeholder Advisory Group
- Conduct a School Level Needs Assessment
- Conduct a Root Cause Analysis
- Present results to the Stakeholder Advisory Group



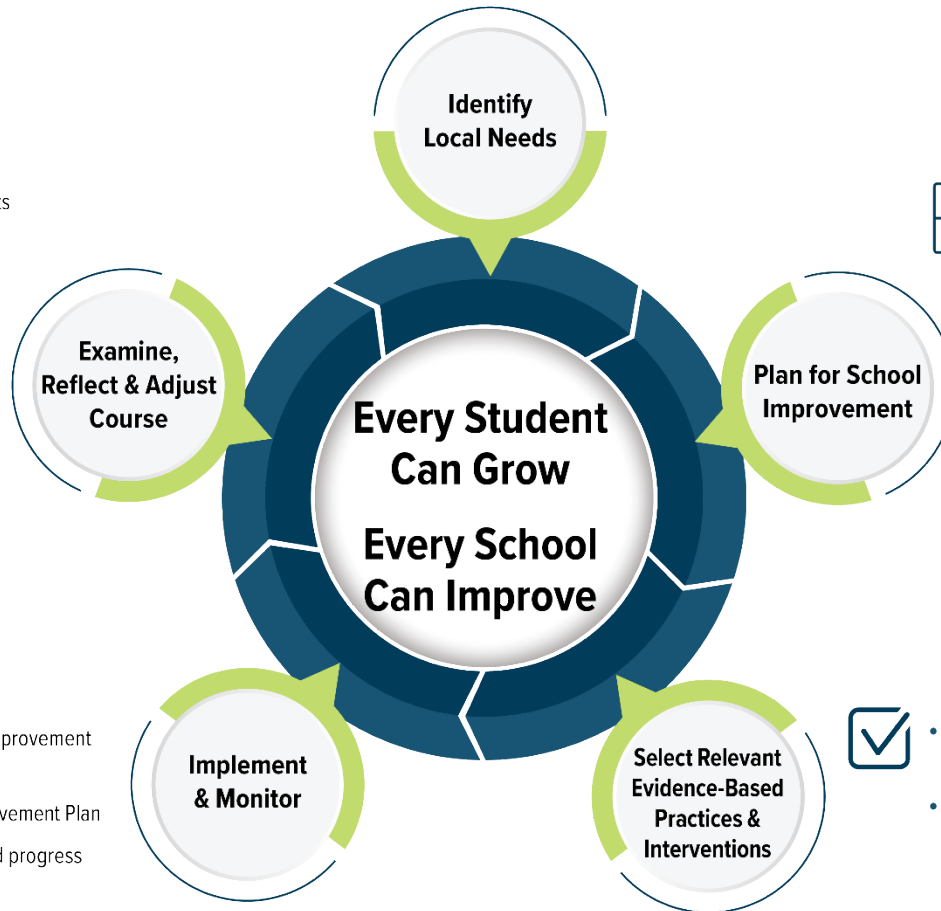
• Analyze and update the following elements within the School Improvement Plan:

- SMART Goals
- Key Activities, Milestones, Timelines, Funding Sources, and People Responsible for Implementation
- Local assessment(s) to measure academic progress
- Monitoring Plan that includes all SMART Goals



• Develop a School Improvement Plan with the following elements:

- SMART Goals
- Key Activities, Milestones, Timelines, Funding Sources, and People Responsible for Implementation
- Local assessment(s) to measure academic progress
- Monitoring Plan that includes all SMART Goals



- Communicate the School Improvement Plan to all stakeholders
- Implement the School Improvement Plan
- Monitor implementation and progress toward SMART Goals



- Confirm Evidence-Based Practices align with ESSA
- Identify Primary and/or Approved Learning Partner(s)

The Illinois Quality Framework

1	Continuous Improvement	A. Focused and Coherent Direction
		B. Processes and Structure
		C. Monitoring for Results
2	Culture and Climate	A. Shared Vision and Goals
		B. High Expectations for All
		C. Safe and Engaging Learning Community
3	Shared Leadership	A. Administrative Leadership
		B. District and School Level Teams
		C. Teacher Leadership
		D. Student Leadership
4	Governance, Management and Operations	A. Students
		B. Personnel
		C. Equitable Resource Distribution
		D. Data Collection and Technology Tools
5	Educator and Employee Quality	A. Professional Development
		B. Professional Collaboration
		C. Support Personnel Professional Development
		D. Evaluation, Feedback, and Support
6	Family and Community Engagement	A. School-to-Home Connections
		B. Student Personal Development
		C. Student Advocates
7	Student and Learning Development	A. Instructional Planning and Preparation
		B. Classroom Environment
		C. Delivery of Instruction
		D. Professional Responsibilities

Chicago Public Schools School Excellence Framework

Leadership and Structure for Continuous Improvement	Leadership for Continuous Improvement
	Structure for Continuous Improvement
Depth and Breadth of Student Learning and Quality Teaching	Curriculum
	Instruction
	Balanced Assessment and Grading
	MTSS
	Transitions, College & Career Access, & Persistence
Quality and Character of School Life	Relational Trust
	Student Voice, Engagement, and Civic Lift
	Physical and Emotional Safety
	Supportive and Equitable Approaches to Discipline
	Family and Community Engagement



This step is meant to focus on the IL School Designation(s), and the draft goal(s) should reflect a focus on the designation, the reasons for the designation, and the data that support it.

DIRECTIONS: Complete the shaded boxes below to Identify Local Needs and begin to Plan for School Improvement. See the example in *italics*.

School Designation
Targeted School
Reason (examples: All Students, SWD, Multiracial, Black, EL, Low Income, White)
Hispanic or Latino
Using the Summative Designation Scores Report, review the provided data in the following areas: ELA Performance; Math Performance; Science Performance; ELA Growth; Math Growth; ELA Progress; Chronic Absenteeism; Graduation Rate; Postsecondary Opportunity, or others provided. Which of these would be data-based reasons for your school designation?
Chronic Absenteeism
What data points support this designation and reasons for the designation? (From the state data? List the specific reasons/data for the designation)
Attendance indicators as identified by the State
Based on your discussion and data review, what areas should we focus on to make an impactful change to the designation? Please refer to page 3 for the Illinois Quality Framework and CPS School Excellence Framework to choose these areas.
Area 1: Culture and Climate
Sub Area1: Safe and Engaging Learning Community
Area 2: Family & Community Engagement
Sub Area 2: School-to-Home Connections
After reviewing state designation, Data, and IQF Areas of Focus, what are the draft goals for this plan. Reminder, each of these goals should support improvement in the Designations area.
Draft of Goal #1
Create an equitable, safe and healthy environment for students, staff and families.
Draft of Goal #2
During the 21-22 school year, chronic absenteeism will decrease by 5% by increasing parent and teacher involvement in the Windsor Community.



This step will help your team set SMART annual goals. Then, reviewing your goals and identified framework areas earlier in this plan, what strategies will be used to make an impactful change to the designation?

DIRECTIONS: Complete the shaded boxes below to evaluate your SMART Goals and Select Relevant Evidence based Practices and Interventions. See the example in *italics*.

DRAFT Goal #1: Create an equitable, safe and healthy environment for students, staff and families.

SMART Goal Evaluation

<input type="checkbox"/> Specific	No
<input type="checkbox"/> Measurable	No
<input type="checkbox"/> Achievable	No
<input type="checkbox"/> Relevant	No
<input type="checkbox"/> Time-bound	No

Revise and Finalize Goal #1 based on evaluation above.

During the 2021-2022 school year, staff will continue to use and enhance the PBIS system to create and reinforce a safe and healthy environment for students, staff and families by conducting student and staff training 3 times during the school year.

Strategy/Program for Goal #1	Evidence/Research it will make an impact
Throughout the 2021 - 2022 school year, the building wide behavior programs will be continually updated given staff input about current programs and celebrations	PBIS Programming is a research based framework that is shown to prevent and reduce undesired behavior and improve social and academic outcomes.
Throughout the 2021 - 2022 school year (within the 1st few days of school, after winter break and after spring break) PBIS training/retraining stations/videos will be provided to foster consistency in behavior expectations.	Teaching, retraining, and reinforcing the PBIS school-wide expectations will remind students and staff of the importance of the expectations.

DRAFT Goal #2 During the 21-22 school year, chronic absenteeism will decrease by 5% by increasing parent and teacher involvement in the Windsor Community.

SMART Goal Evaluation

<input type="checkbox"/> Specific	Yes
<input type="checkbox"/> Measurable	Yes
<input type="checkbox"/> Achievable	Yes
<input type="checkbox"/> Relevant	Yes
<input type="checkbox"/> Time-bound	Yes

Finalize Goal #2 based on evaluation above.

During the 21-22 school year, chronic absenteeism will decrease by 5% by increasing parent and teacher involvement in the Windsor Community.

Strategy/Program for Goal #2	Evidence/Research it will make an impact
Students who have been identified in November of 2021 who have missed 7 or more days, teachers will reach out to those families to discuss the importance of school attendance.	John Hattie's research shows that having a strong parental involvement has a .50 effect size on student learning which is over the average year. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/
In February of 2022, students who have been identified as missing 12 or more school days, administrators will reach out to families to develop a	"This analysis of national testing data shows that students with higher

plan (PACT) to ensure students do not miss more than 18 total days in the school year.

absenteeism rates have lower scores on national standardized tests. It reinforces a growing body of research confirming the connection between school attendance and student achievement and reveals the critical importance of intervening as soon as absences begin to add up, whether early in a child's school career or at the beginning of the school year. The good news is poor attendance can be turned around when policies and practices encourage schools and communities to partner with students and their families to monitor their data and implement promising and proven practices. "

https://www.attendanceworks.org/wp-content/uploads/2017/05/Absences-Add-Up_September-3rd-2014.pdf

This step will help your team plan and implement strategies that will support your SMART goals. Be sure to work through all the steps, including measures and baseline data for monitoring.

DIRECTIONS: Complete the shaded boxes for each goal/strategy below (and on the following pages) to support the implementation and monitoring of the selected strategies. See the examples in *italics*.

GOAL #1

During the 2021-2022 school year, staff will continue to use and enhance the PBIS system to create and reinforce a safe and healthy environment for students, staff and families by conducting student and staff training 3 times during the school year.

Strategy 1 for Goal #1

Throughout the 2021 - 2022 school year, the building wide behavior programs will be continually updated given staff input about current programs and celebrations

Who on your team will be taking responsibility for the success of this work and for reaching the improvement target? What are their individual roles?

Name	Title	Roles and Responsibilities for Outcome Goal
Kasie Kosinski	Assistant Principal	Ms. Kosinski will lead the PBIS Team in reporting PBIS updates at each bi-weekly staff meeting.
Kasie Kosinski	Assistant Principal	Ms. Kosinski will ask staff meeting attendees their input regarding the PBIS program and celebrations update report at each bi-weekly staff meeting.
Kasie Kosinski	Assistant Principal	Ms. Kosinski will update and seek input regarding the PBIS program and celebrations from GPAs, CFs, and para-professionals at their monthly staff/group meetings

What actions will you and your team need to take to implement this strategy? Are there additional action steps to ensure that all students are being equitably served by your efforts?

Action Needed	By whom	By when
Update meeting agendas to reflect PBIS discussion input	Kasie Kosinski	11/15/2021
Refine and enhance VIP, Buzz bucks, and trimester celebration incentive programs	Kasie Kosinski and PBIS team	ongoing

What resources do you already have to support executing these actions?

Meeting dates are already set for the staff, CFs, GPAs, and para-professionals.

What (if any) additional expenses are associated executing on these actions? How will you resource these expenses?

Associated Expense	Is this a one-time purchase/short-term expense or on-going investment?	Possible Resource to Support Expense	Next Steps
NONE			

What support and/or information do you need (from beyond your own team) to implement this strategy? How will you get it?

NONE

What are 1-2 measures (qualitative or quantitative) you can use to monitor implementation of your action plan over the next four weeks? (i.e. how will you know that it is done? Who is responsible for monitoring the progress of these measures?)

The implementation of Goal #1 Strategy #1 will be reviewed for completion on the upcoming SIP meeting on 12/8/21

Note: For future goal monitoring, attach/upload any Baseline Data for the measures indicated above in your school's shared folder or where this SIP plan is stored.

GOAL #1

During the 2021-2022 school year, staff will continue to use and enhance the PBIS system to create and reinforce a safe and healthy environment for students, staff and families by conducting student and staff training 3 times during the school year.

Strategy 2 for Goal #1:

Throughout the 2021 - 2022 school year (within the 1st few days of school, after winter break and after spring break) PBIS training/retraining stations/videos will be provided to foster consistency in behavior expectations.

Who on your team will be taking responsibility for the success of this work and for reaching the improvement target? What are their individual roles?

Name	Title	Roles and Responsibilities for Outcome Goal
Melissa Yuska	Principal	Ms. Yuska will schedule refresher PBIS stations for after winter break on January 3rd and 4th of 2022
Melissa Yuska	Principal	Ms Yuska will schedule refresher PBIS stations for after spring break on April 4th and 5th of 2022

What actions will you and your team need to take to implement this strategy? Are there additional action steps to ensure that all students are being equitably served by your efforts?

Action Needed	By whom	By when
Review the station rotation dates Assistant Principal and SIP team	Principal Yuska	Dec SIP Meeting 12/8/21
Notify the staff of these dates and expectations and reflect on the school calendar	Principal Yuska	Dec SIP Meeting 12/8/21
Notify parents in the December school newsletter of the PBIS rotation dates and expectations	Principal Yuska	Dec 15th 2021

What resources do you already have to support executing these actions?

We will be using the PBIS behavior signs that were posted and used at the beginning of the school year. A video was created to also reteach expectations. VIP awards once a month for students who demonstrate these behaviors. Buzz Bucks are handed to students who demonstrate these behaviors and receive a prize daily with 5 winners.

What (if any) additional expenses are associated executing these actions? How will you resource these expenses?

Associated Expense	Is this a one-time purchase/short-term expense or on-going investment?	Possible Resource to Support Expense	Next Steps
NONE			

What support and/or information do you need (from beyond your own team) to implement this strategy? How will you get it?

NONE

What are 1-2 measures (qualitative or quantitative) you can use to monitor implementation of your action plan over the next four weeks? (i.e. how will you know that it is done? Who is responsible for monitoring the progress of these measures?)

The implementation of Goal #1 Strategy #2 will be reviewed for completion on the upcoming SIP meeting on 12/8/21

Note: For future goal monitoring, attach/upload any Baseline Data for the measures indicated above in your school's shared folder or where this SIP plan is stored.



GOAL #2			
During the 21-22 school year, chronic absenteeism will decrease by 5% by increasing parent and teacher involvement in the Windsor Community.			
Strategy 1 for Goal #2			
Students who have been identified in November/December of 2021 who have missed 7 or more days, teachers will reach out to those families to discuss the importance of school attendance.			
Who on your team will be taking responsibility for the success of this work and for reaching the improvement target? What are their individual roles?			
Name	Title	Roles and Responsibilities for Outcome Goal	
Teachers		Reaching out to families with a student who has missed more than 7 days.	
Jenice Beckus	Secretary	Providing a report to all classroom teachers since the beginning of the school year to show which students have missed more than 7 days	
What actions will you and your team need to take to implement this strategy? Are there additional action steps to ensure that all students are being equitably served by your efforts?			
Action Needed		By whom	By when
Contact families to notify them of their child's number of absences. Discuss the importance of attendance and determine if there is a reason for missed days.		Teachers	November and December 2021
Send home the document on attendance to support families and show the importance of attending school.		Teachers	November and December 2021 after contact is made
What resources do you already have to support executing these actions?			
https://www.attendanceworks.org/wp-content/uploads/2019/06/Attendance-Works-Elementary_handout_101421.pdf https://www.attendanceworks.org/wp-content/uploads/2019/06/Attendance-Works-Elem-handout-082421.pdf https://attendanceworks.org/wp-content/uploads/2017/09/AW-Infographic-2.12.1311.pdf			
What (if any) additional expenses are associated executing on these actions? How will you resource these expenses?			
Associated Expense	Is this a one-time purchase/short-term expense or on-going investment?	Possible Resource to Support Expense	Next Steps
None			
What support and/or information do you need (from beyond your own team) to implement this strategy? How will you get it?			
None			
What are 1-2 measures (qualitative or quantitative) you can use to monitor implementation of your action plan over the next four weeks? (i.e. how will you know that it is done? Who is responsible for monitoring the progress of these measures?)			
Each teacher will have a tab on a spreadsheet that will list their students. They will fill out the time parent contact is made, an overview of the discussion, and indicate a reason (if there is one identified) for missed days.			
Note: For future goal monitoring, attach/upload any Baseline Data for the measures indicated above in your school's shared folder or where this SIP plan is stored.			

GOAL #2			
During the 21-22 school year, chronic absenteeism will decrease by 5% by increasing parent and teacher involvement in the Windsor Community.			
Strategy 2 for Goal #2			
In February of 2022, students who have been identified as missing 12 or more school days, administrators will reach out to families to develop a plan (PACT) to ensure students do not miss more than 18 total days in the school year.			
Who on your team will be taking responsibility for the success of this work and for reaching the improvement target? What are their individual roles?			
Name	Title	Roles and Responsibilities for Outcome Goal	
Melissa Yuska	Principal	Contacting families and creating a plan	
Kasie Kosinski	Asst. Principal	Contacting families and creating a plan	
Jenice Bekus	Secretary	Running a report and identifying students who have missed 11 days of school	
Teachers		Submitting list of students/families contacted in Nov/December that had already missed 7 days of school	
What actions will you and your team need to take to implement this strategy? Are there additional action steps to ensure that all students are being equitably served by your efforts?			
Action Needed		By whom	By when
List of students and families who were contacted in November/December by teachers that were missing 7 days		Teachers	Mid January, 2022
Attendance report ran to determine students missing 12 or more days		Jenice Bekus (Secretary)	February 1st , 2022
Contact with families who have students missing 12 or more school days		Melissa Yuska Kasie Kosinski	February 2022
Utilization of the Attendance Works parent toolkit.		Melissa Yuska Kasie Kosinski	February 2022
Follow up meetings with families and students		Melissa Yuska Kasie Kosinski	March-May 2022
What resources do you already have to support executing these actions?			
Attendance works toolkit https://www.attendanceworks.org/wp-content/uploads/2018/08/AW_ParentToolkit_0718.pdf			
What (if any) additional expenses are associated executing on these actions? How will you resource these expenses?			
Associated Expense	Is this a one-time purchase/short-term expense or on-going investment?	Possible Resource to Support Expense	Next Steps
None			
What support and/or information do you need (from beyond your own team) to implement this strategy? How will you get it?			
None			

What are 1-2 measures (qualitative or quantitative) you can use to monitor implementation of your action plan over the next four weeks? (i.e. how will you know that it is done? Who is responsible for monitoring the progress of these measures?)

There will be a spreadsheet created with student names who have missed more than 12 days. The principals will be responsible for dividing up the families to contact, note the date and time of the communication with parents, what was discussed and an overview of the plan.

At the end of each week, the secretary will provide a report to the principals for each of those students to monitor attendance. If the principals see an increase in missed days, contact home will be made again.

Note: For future goal monitoring, attach/upload any Baseline Data for the measures indicated above in your school's shared folder or where this SIP plan is stored.