Elementary Only Goal: Early Literacy  
In grades K-2, all students will meet (Green) or exceed (Blue) growth expectations (ECRA MAP) and overall grade-level proficiency will increase from Winter 2019 to Spring 2021.  *Winter MAP 2019 for current (Remote consideration) to Spring MAP 2021

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide job-embedded professional learning to all staff (k-5) to collaboratively design units of instruction and learning progressions that define how each priority standard will be instructed including formative assessment check-points to guide student-by-student intervention. Design and use rubrics to guide students and teachers in understanding mastery expectations.</td>
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<tr>
<td>*Using the newly acquired K-1 Really Great Reading resource, provide job embedded professional learning to further staff understanding of foundational reading skills in the areas of phonology, phonemic awareness, phonics, and reading fluency to enhance skills in instructing these areas embedded into a consistent part of the literacy block of instruction.</td>
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<tr>
<td>Increase the length of the Kindergarten day to include more time for literacy instruction and enrichment when Region 9 reaches Phase 5 of the Restore Illinois Plan</td>
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</tbody>
</table>
Elementary and Middle Goal: Remote Learning and Return to In Person Learning
With the opening of school remotely, all staff will have the capacity to provide rigorous and meaningful instruction based on students’ current knowledge and skills, to design learning opportunities, and to build a sense of community and connections with students. All staff will have the capacity to fluidly resume in person learning either through a phase in hybrid approach or for a full return in Phase 5.

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<td>Remote Instruction</td>
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<tr>
<td>Continue to build the capacity of staff to provide remote learning that engages</td>
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<tr>
<td>students in grade-level content, social-emotional learning, and activities that</td>
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<td>connect them to the school community without significant loss of instruction.</td>
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<tr>
<td>Provide job-embedded professional learning to support staff in all content</td>
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<tr>
<td>areas to embed learning progressions that consider the knowledge and skills</td>
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<tr>
<td>necessary from the previous school year to ensure success with current grade-</td>
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<tr>
<td>level learning targets, and the most important prerequisite skills for current</td>
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<tr>
<td>grade-level learning targets.</td>
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</table>
# Elementary and Middle: Ensure high quality Tier I instruction through High Leverage Instructional Strategies

By the end of the 2022 school year, there will be a reduction in the percentage of students that require Tier 2 and Tier 3 literacy and math intervention, all students will meet (Green) or exceed (Blue) growth expectations (ECRA MAP), and overall grade-level proficiency will increase from Winter 2019 to Spring 2022 through the embedding of identified high leverage instructional practices EC through grade 8. (Level of implementation)

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<tr>
<td>Provide job-embedded professional learning around high leverage instructional strategies by building staff knowledge and skills so that staff can effectively implement the strategies into classroom instruction.</td>
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# Elementary and Middle: Tier 2 and Tier 3 Systems of Intervention

After initial screening and qualification, increase the number of students exiting Tier 2 or Tier 3 intervention through effective implementation of our practices and procedures. Currently, 173 students receive tier 2 intervention in reading and 130 students receive tier 2 intervention in math. Forty-seven additional students receive tier 3 reading intervention and 17 students receive tier 3 math intervention.

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<tr>
<td>Refine the current system of intervention including: identification of students and specific student skill-gaps and aligned interventions, problem-solving, and exit criteria.</td>
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<tr>
<td>Create collaborative structures that will increase communication between the classroom teacher, interventionists and the problem-solving team.</td>
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</table>
### Elementary and Middle: SEL

By the end of the 20-21 SY, an increased percentage of staff will report that they have the capacity to be proactive and responsive to student needs through embedded SEL instructional practices and in specific responses to identified student needs as measured by a baseline survey in fall 2020 and a follow-up survey in spring 2021. Currently, 59-65% of teacher and student ratings of student Grit on Winter Panorama surveys were favorable. Through the activities below, favorable ratings will increase to 75% across raters.

<table>
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<td>Provide ongoing professional learning to increase the capacity of all staff to embed SEL learning into instruction across content areas, and proactively respond to student needs.</td>
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<tr>
<td>Provide professional learning to build staff knowledge and skills in identifying signs of student trauma through the problem-solving process.</td>
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<tr>
<td>Provide professional learning to build staff knowledge and skills in responding to student trauma utilizing trauma-informed practices across all settings.</td>
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</tbody>
</table>
Capacity Building: Equity

Using Maslow’s Hierarchy of Needs as a conceptual framework, over the next 3 school years (20-21 through 22-23) audit and refine practices to create a more equitable learning environment for all students given baseline perception data from students collected when in-person school resumes.

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<tr>
<td>Based on the research and learning from the joint committee with D125 during the 19-20 school year, implement identified immediate changes in the basic needs category for the 20-21 school year. (Examples include: making extra lunch options available to students that qualify for free or reduced lunch and giving students access to a daily snack that might not otherwise have one.) *Final list and complete list provided after the June 16th meeting with D125. Additionally, during 20-21 prepare to complete a complete equity audit of all policies, practices, and procedures to begin in 21-22 and finalize in 22-23.</td>
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<td>Support the development of more civically and culturally responsible students through the implementation of thematic instruction in MS social studies classes, in a 3-year cycle (6th in 20-21, 7th in 21-22, 8th in 22-23)</td>
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</table>
**Capacity Building: Video Library:**
By the end of the 2020-2021 school year the video library will contain videos on each topic identified as a priority by leadership and will have been shared with the community.

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<tr>
<td>Create videos to increase community knowledge about the following topics:</td>
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<tr>
<td>iPad usage &amp; screen time, grading and reporting, extension and acceleration, and</td>
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<td>SEL.</td>
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**Middle Only: Capacity Building:**
By the end of the 2020 - 2021 school year, 100% of middle school students (6th, 7th and 8th graders) will participate in exploring college & career pathways.

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<tr>
<td>Counselors will guide FLEX teachers in assisting 6th graders to identify preferred</td>
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<td>learning styles, interests, and areas of strength.</td>
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<td>Counselors will guide FLEX teachers in assisting 7th graders to identify career</td>
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<tr>
<td>clusters and types of post-secondary opportunities available. Students will</td>
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<tr>
<td>engage in problem-based learning related to careers and peer relations.</td>
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<tr>
<td>Counselors will guide FLEX teachers in assisting 8th graders to identify possible</td>
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<tr>
<td>career opportunities. Students will understand the purpose of post-secondary</td>
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<tr>
<td>planning and begin the initial planning stage including preparation that can</td>
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<tr>
<td>begin in high school.</td>
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