

Implementing strategies to support student success.

**2020 - 2021**

**D91**

**SCHOOL  
PLANNING**



## **IMPROVEMENT PROCESSES DISRUPTED: CREATIVITY REQUIRED**

COVID-19 not only closed our buildings, but it changed nearly everything we do. Specifically, teams at Kelvin & Milne Grove Schools had to pivot away from their work with the Illinois Quality Framework for Continuous Improvement. During the end of the 19-20 school year and throughout 20-21, our priorities have shifted to a limited number of priorities to ensure student learning remains at the forefront of our mission.



”

“Great things are done by a series of small things brought together.”

— Vincent Van Gogh

01.

### FOCUS ON THE LEARNING CYCLE

Plan. Teach. Assess.  
Intervene. Repeat.

02.

### ADDRESS INEQUITIES

Learning gaps, unequal  
access to resources & more

03.

### REIMAGINE ATTENDANCE & GROUPINGS

High expectations for  
engagement & monitoring

04.

### PLAN FOR HEALTH & SOCIAL EMOTIONAL NEEDS

Learn what is needed  
and provide support.

05.

### EFFECTIVE COMMUNICATION

Ensure accessible and  
timely connection

06.

### MOVING INTO THE 21ST CENTURY (FOR REAL)

Transformation to  
digital learning



## Focus on The Learning Cycle

01.

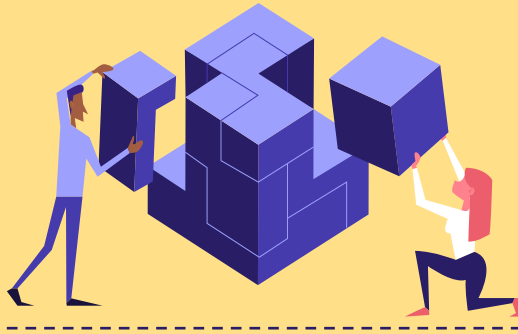
- Identifying time for team and individual planning
- Designing instruction for in person and remote learners
- Assessing mastery of core skills and standards
- Developing interventions and small groups
- Professional development to support curriculum development and change

## 02. ADDRESS INEQUITIES

- Learning gaps
- Bridge programming
- Material pick ups
- One on one parent technology assistance
- Food programs
- Internet hot spots & devices
- 4 Day Schedules for Special Populations
- Tutoring



# 03. Reimagine Attendance & Grouping



- Set high expectations for student engagement
- Revise Infinite Campus & attendance practices to capture truest picture of daily attendance
- Revise blended and remote learning groups based on guardian preference
- Monitor attendance and execute interventions as needed
- Constant attention to schedule

# 04. Plan for Health & Social Emotional Needs

- Planning for all mitigation (lunchroom, PE, classroom, breaks)
- Parent Surveys
- COVID data tracking
- Student and staff exclusion and follow up
- SAEBRS
- Food assistance
- Weekly Student Sessions
- RTI referral and intervention
- Trauma informed practice
- Crisis intervention training
- Onsite COVID testing
- Vaccination efforts



# 05.

## EFFECTIVE COMMUNICATION



### PARENT SQUARE & D91.NET

Weekly schedule reminders,  
two way communication, daily  
health screenings, newsletters,  
all other notices



### GOOGLE CLASSROOM

Stream posts, uniform use,  
guardian access, recorded  
lessons, digitization and  
distribution of offline  
resources

# 06.

## Moving Into the 21st Century (for real)



New platforms and apps for learning

Digital citizenship

Streaming instruction

Updated devices

Parent tutorials

Teacher professional development

The background of the slide is a solid blue color. It features several stylized illustrations of hands clapping. On the left side, there are two pairs of hands: one pair is brown with a yellow sleeve, and the other is pink with a blue sleeve. On the right side, there are two pairs of hands: one pair is pink with a yellow sleeve, and the other is brown with a dark blue sleeve. At the bottom center, there is a pair of pink hands clapping. The text is centered in a yellow, sans-serif font.

**Our teams are committed to continued hard work to evolve our plans to meet the needs of our students as the COVID landscape continues to change. We applaud the professionalism and dedication of our teachers, the care and commitment of our parents, and the curiosity and patience of our students.**

**Work left to accomplish includes:**

- Student activities
- Preparing for increased in person learning as mitigation changes
  - Celebrations and family engagement
  - Summer and Bridge Programming
- Spring assessment, continual curriculum planning, gap analysis