Thomas Chalmers Specialty Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Romian Crockett	Principal	rccrockett@cps.edu	No Access
Jennifer Sanks	Assistant Principal	jasanks@cps.edu	Has access
Carla Micheletto	Coach	cmmicheletto@cps.ed	Has access
Tamara Leachman	Teacher	taleachman1@cps.edu	No Access
Emma Kuczeruk	Teacher	ekuczeruk@cps.edu	No Access
Terrence Robinson	Dean of Students	trobinson89@cps.edu	No Access
Monica Heard	Parent		No Access
Kelly Smith	Clerk/ STLS Advocate	kasmith2@cps.edu	No Access

Team Meetings

No meetings saved for this plan.

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
  - 3 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**: Leadership team communicated school vision and priorities with all stakeholders at the beginning of the school year (back to school PD and parent meetings). Consistent communication and updates provided during weekly morning huddles. Teacher leaders, leading out critical learning for staff. Examples; Leader In Me Pilot, Anet PD facilitation, Cluster Meetings. Coaching is provided to all teachers. Principal (ELA), Assistant Principal (Math), Coach (Primary + New Teachers).
- 2 - Structure for Continuous Improvement
  - 2 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
  - 4 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
  - 2 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)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence**: Physical environment of the school, meets the requirements outlined in the network's "look and feel" rubric. We are currently in the process of building the capacity of our leadership team to be able to lead cycles of inquiry, which is evidenced in our ILT scope and sequence. Budget is aligned to CIWP priorities, which are also embedded in our school wide priorities.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 2 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

- o 4 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**: We use EngageNY, Eureka Math and Amplify Science. All of which are aligned to CCSS/ NGSS standards. We are currently working to increase the amount of culturally relevant topics being taught as well as SEL.
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: We have a young crop of teachers and our leadership team is working to increase their ability effectively differentiate instruction. All teachers provide students with small group instruction, using resources from both Coach Digital and IXL. One of our priorities is increasing student self efficacy and we are beginning the process of the Leader In Me program for our entire school community.
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 2 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
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy

- o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: We currently have a grading plan, where everyone is aligned. We use TRC/Dibels, NWEA, IAR and ANet to garner valuable assessment data to improve teaching and learning in the building. Currently, we are building the capacity of our ILT to effectively lead teachers through the process of analyzing data and leading others. Most recently, they have led out on ANet.
- 2 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 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)
  - o 2 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)
  - o 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)
  - o 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)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 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)
  - o 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)
  - o 2 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)
  - o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)

- o 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)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 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)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 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)
- o 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)
- o **Evidence**: We currently have a systems in place for on track. We are in the developmental stages in regards to having an MTSS team. We just received resources from the network and plan on having a stable team that meets regularly. Currently we engage in the work through multiple entities to ensure students receive the proper supports.
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**: Our counselor provides students in 6th thru 8th grade with the Success Bound curriculum, which prepares them for high school and beyond. We are also in the process of rolling out Leader In Me in the building.

Quality and Character of School Life

- 2 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: We have a set vision and mission for the school as well as have established core values for students, staff and parents, which guides our interactions.
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: We have began the process of rolling out Leader In Me, with the aim of developing students into global citizens. Currently our students engage in conversations around topics in the news, both world and local. Teachers promote these conversations through the use of the curriculum as well as through teacher created materials.
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 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)
  - o **Evidence**: All staff has received training on physical and emotional safety. We have systems and structures in place that allow staff to report concerns. Admin team meets weekly discuss physical and emotional safety.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 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)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: We employ restorative practices across the building. All staff has received training on restorative practices and all follow guidelines outlined in our

response to student behavior document. Our Dean of Students leads out the work around restorative practices.

- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 4 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)
  - o **Evidence**: We have multiple scheduled events for our families throughout the course of the school year. All of our partners are aligned to our vision and provide some sort of outreach to our greater school community.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
2	Quality and Character of School Life: Relational Trust	**5**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**4**
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: Transitions, College & Career Access, & Persistence	**0**

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**2**
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: Supportive and Equitable Approaches to Discipline	**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	Literacy attainment among students with IEPs
Root Cause 1	Lack of oversight and support from administration provided to DL teachers. Lack of a viable curriculum
Area of Critical Need 2	Math attainment among students with IEPS, and students in grades 2nd-8th grade
Root Cause 2	Lack support from administration specifically provided to DL teachers. Lack of a viable curriculum; lack of understanding of standards and mathematical shifts
Area of Critical Need 3	Literacy attainment amongst students (3-8)
Root Cause 3	Lack of planning time between all ELA teachers, where looking at student work and analyzing data is a priority
Area of Critical Need 4	1. Teaching for conceptual understanding 2. Developing children's procedural literacy 3. Promoting strategic competence through meaningful problem-solving investigations
Root Cause 4	Educators lack the full understanding of the Common Core Standards—and the necessary shifts they call for; which is essential to implementing them.

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
Vision: NWEA Attainment G2-8 (Math) The majority of students are transitioning from Chalmers not on grade level, which could have negative implications on how successful they are at the next level. Our students with IEPs are significantly behind their Gen Ed peers, which needs to shift if they are to have the same opportunities as their peers in the future.	African American		40.00	45.00
	Students with IEPs		15.00	25.00
Vision: NWEA Attainment G2-8 (Reading) The majority of students are transitioning from Chalmers not on grade level, which could have negative implications on how successful they are at the next level. Our students with IEPs are significantly behind their Gen Ed peers, which needs to shift if they are to have the same opportunities as their peers in the future.	African American		45.00	50.00
	Students with IEPs		15.00	20.00
SQRP: National School Growth Percentile - Math (Grades 3-8) As a school, we always want to grow each individual student each year, as it's a gauge of our instructional program, and can support in improvements we need to make. Our students with IEPs are growing at a lower rate than their gen ed peers, which indicates that there is work that needs to be done to strengthen the program for our students with IEPs.	Overall		60.00	65.00
	Students with IEPs		50.00	60.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) As a school, we always want to grow each individual student each year, as it's a gauge of our instructional program, and can support in improvements we need to make. Our students with IEPs are growing at a lower rate than their gen ed peers, which indicates	Overall		70.00	80.00
	Students with IEPs		25.00	35.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
that there is work that needs to be done to strengthen the program for our students with IEPs.				
Vision: NWEA Attainment G2 (Reading) Historically our second grade students have transitioned from second grade, well below grade level. All of the research shows if a student isn't at grade level by the time they leave second grade, they will continuously struggle to be on grade level after that. Developing readers in the primary grades is a huge priority!	African American		55.00	60.00
	Overall		50.00	60.00

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 School environment and culture has improved, which will translate to improved responses on 5 Essentials Survey				3.00	4.00

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...	Create a strong MTSS Team that collaborates effectively
Then we see...	Teachers effectively grouping students by tier in order to give the students high quality instruction, interventions and assessments at their level.

which leads to...	Students receiving high quality instruction at their level will lead to higher educational achievement for our students. It will also help us to identify and focus on those who may need more supports than they are currently receiving.
Budget Description	
Tags	MTSS
Action steps	(Not started) Organize Team Tags:MTSS (Not started) Develop Scope and Sequence for Learning Tags:MTSS

Strategy 2

If we do...	Implement the guiding principals of "Leader in Me ", which is built on the foundation of the seven principles of a highly effective person.
Then we see...	a whole-school transformation, where educators empower students with the leadership and life skills they need to thrive in the 21st century.
which leads to...	building student efficacy students planning ahead students setting goal and progress monitoring their goals students prioritizing their time manage their emotions by learning various coping strategies resolve conflict and value differences
Budget Description	Continue partnership with Franklin Covey Leader in Me Coach Leader in Me resources (books, trainings and posters)
Tags	Student Voice, Engagement, and Civic Life
Action steps	(Not started) 1. Educators and Lighthouse members will continue to receive training regrading the seven habits of highly effective people. Tags:Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction, Personalized Learning: Learner Agency (Not started) 2. Students will create quarterly goals and track their progress. Tags:Transitions, College & Career Access, & Persistence, SSCE: Student Voice (Not started) 3. Students will learn how to accept the differences of others, manage their emotions, and resolve conflict. Tags:

Strategy 3

If we do...	Acquire knowledge from professional readings on how to use multiple assessment measures (formative and summative) to provide a more comprehensive picture of student learning, which will be used to identify universal strategies that will prompt us to use data from multiple measures to determine students needs.
Then we see...	Greater alignment across all classrooms in regards to best instructional practices.
which leads to...	A more cohesive instructional program that would lead to improved student achievement.
Budget Description	
Tags	Instruction
Action steps	(Not started) Analyze student data Tags:Instruction (Not started) Develop School Wide Priorities Tags:Instruction (Not started) Plan Teacher Learning Plan Tags:Instruction

Action Plan

Strategy 1

Organize Team

May 11, 2020 to May 29, 2020 - Administration

Develop Scope and Sequence for Learning

Jun 15, 2020 to Jul 10, 2020 - Team

Strategy 2

1. Educators and Lighthouse members will continue to receive training regrading the seven habits of highly effective people.

May 25, 2020 to Jun 18, 2021 - Kristen Walker (School based Franklin Covey Coach)

2. Students will create quarterly goals and track their progress.

Jun 18, 2021 to Jun 18, 2021 - Educators & Administrators

3. Students will learn how to accept the differences of others, manage their emotions, and resolve conflict.

- All educators (school wide approach): counselor, Kristen Walker (Coach), and administrators.

Strategy 3

Analyze student data

Jun 15, 2020 to Jun 26, 2020 - ILT

Develop School Wide Priorities

Jun 29, 2020 to Jul 17, 2020 - ILT

Plan Teacher Learning Plan

Jun 17, 2020 to Aug 14, 2020 - ILT

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.

School conducts a needs assessment at the end of every school year, by analyzing student assessment data. That data is used to develop school priorities that are geared towards improving student achievement.

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

All of the priorities developed after conducting a needs are accompanied by strategies provide opportunities for all students to meet proficient and advanced levels of academic achievement. Strategies are universally employed by all school staff, in an effort to establish more alignment across the build to support student achievement.

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.

All strategies employed to improve student achievement are all supported by research. As a school, we utilize resources from ANet and other sources that allow us to employ strategies based on research that will support all of our students.

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).

As a school we work to address the needs of all of our students, especially those who are low achieving and considered to be at risk. We work with partners that provide mentoring services, provide students with counseling supports through our school counselor, SGA, and LAMP, increase college awareness through the use of the Success Bound curriculum.

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

Induction and supports for new teachers
Advertise what's happening in the school through social media, school website and other various platforms.
Use our current teachers to find highly qualified teachers. Teachers know other teachers.
Create the type of environment where highly qualified educators stay.

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.

All teachers are provided with high quality PD weekly through grade level meetings. Outside of that teachers are provided monthly PD by the network, which is tailored to support them in supporting our students. We also have school wide PD that engages all educators in our building. Our paraprofessionals are engaged in ongoing learning with the rest of the staff and also engage in learning using the Allison Learning platform.

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

Monthly parent meetings around literacy.

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.

All prek teachers are provided with one to one coaching supports and also meet engage in meetings with other primary teachers that will allow them to prepare to develop students who are successful once they transition to kindergarten.

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.

We work with teachers to develop an assessment plan for the year that is designed to improve student achievement.

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.

Students are provided with extra supports during and after the school day ends. We have a partnership with City Year, where corps members are assigned to particular groups of students. Those students are placed on a focus list and receive individualized supports. Using TRC/DIBELS data we progress monitor students frequently and provide supports based on areas of need. We have an after school program that is academic based and students use programs such as IXL to focus on deficit areas.

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.

We plan and structure our school in such a way that allows for the integration of federal, state, and local services and programs into our school program. Whether that occurs during the school day or after the school day. We plan for inclusion as a school and make sure that there is a dedicated, trained staff members to support any of the programs.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

Parents of the LSC and PAC will be invited to several planning sessions that will allow them to voice their approvals, concerns, and ideas for improvement of their children educational process

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 Annual Meeting was held in October. The Organizational Meeting was held in October. During this time the
parents voted on a time table that outlined meeting dates and times. Every meeting date will be displayed on the school's marquee prior to the meeting, and the LSC and PAC will call parents to inform them of said meetings.

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.

The information on the Title I program will be outlined in a communication that will be provided to parents at the annual meeting that will outline he school's curriculum uses, assessment tools(both district, state, and local), and achievement levels needed by their children to be successful. Parents will then have the ability to ask questions and provide suggestions via LSC and PAC members, or directly to teachers or administrators. Answers will be provided in an appropriate time frame and continuously throughout the school year.

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.

When this data is generated, parents will receive written documentation of their student's achievement status on official letterhead from the school. Parents will also receive report during parent teacher conference.

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.

This documentation, that is generated by the state or city , will be disseminated to parents on Friday of each week, for four consecutive weeks via student take home methods. To alert parents hat this notice will be coming home with students.

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.

At the commencement of the school year, parents will complete and return the student code of conduct and sign up for attendance and grade triggers that will inform parents of students academic and attendance progress. Parents will be asked to monitor their student's progress and inform staff members of reasonable request for assistance. Parents will receive informal communications from teachers, at an interval to be determined by teachers , of homework completion, academic progress, and behavior monitoring so that parents can work in tandem with teachers to ensure that the needs of the students are being directed, corrected, and/or enhanced.

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.

Parents will receive monthly updates of the services and resources that the school will be providing in order to facilitate training for parents in regards to aiding their students in their educational endeavors.In order to accomplish this the school will host several math and literacy workshops o empower parents with the skills to assist their children.

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.

Through constant communication, via a range of social and formal techniques, parents will be kept abreast of how they can assist their students by working with teachers to complete homework, practice building site word vocabulary, counting activities, and etc. Teachers communication logs will be monitored to ensure that they are informing their parents of not only what the student is doing in the classroom, but techniques that parents can implement at home to assist their child.

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.

Establish a learning community in which Education becomes a shared venture, characterized by mutual respect and trust in which the importance and influence of each partner is recognized. Although children, families, teachers, and schools benefit individually, their partnerships enhance the entire process of education. This will be the goal of our prekindergarten program and will be shared with parents at the commencement of the year.

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.

Parents will complete a classroom survey at the commencement of the year that will ask the parent to note the form of communication they most like receiving. This form of communication will be used by teacher to relay information to parents.

Policy Implementation Activities

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

[X] **<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>**

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

No functioning LSC.

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.)

At Chalmers School of Excellence, every student, staff member, parent, and community member share responsibility and accountability for a safe , positive, and nurturing learning environment. With unwavering commitment to excellence, the Chalmers community will provide a 21st century education featuring applied science, innovation technology and real-world mathematics; lay a foundation of literacy grounded individualized and adaptive instruction : and develop the whole child, including all of their talents in art, music, and athletics. Armed with this world-class education, every Chalmers student will make a positive contribution to the North Lawndale Community and we will LEARN, LEAD, and SUCCEED as ONE!

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.

Summer BBQ, and the dates designated by the CPS calendar.

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

Every quarter, parents will receive a formal progress report that will detail academic grade of students. These progress reports will be generated by IMPACT and sent home with students to be given to their parents. Parents will have the right to schedule a formal conference with teachers for a later date.

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

Parents are always welcomed to meet with teachers and staff members at a predetermined time that does not interrupt instructional minutes of students. Formally meeting will be held before and after school.

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.

Parents are welcome to volunteer in their children's classes once they have completed a volunteer packet and their packet has been cleared through the process established by CPS.

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

At the commencement of the school year, parents will complete and return the student code of conduct contract and sign up for attendance and grade triggers that will inform parents of students academic and attendance progress. Parents will be asked to monitor their student's progress and inform staff members of reasonable request for assistance.

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

Parents have a voice through the LSC and through the PAC to make request that they believe will enhance the education of their students. These request will be put to a vote and reasonable practices will be implemented by the school.

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).

Students will be encouraged through a variety of incentives, both intrinsic and extrinsic, to take ownership of their education. Elements such as attendance, attitude, behavior will be celebrated on a pre-determined schedule that will allow the students to strive for success.

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.

The Chalmers PAC wants to increase parent participation in the school, train parents with life and job skills, and promote collaboration and communication

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
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.	$450.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$400.00
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.	$1000.00
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 by used only by parents.	$0.00