Dvorak Technology Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Jade Hollyfield	Diverse Learner Teacher	jhollyfield1@cps.edu	No Access
Jessica Kimbrough	Diverse Learner Teacher Leader	jrkimbrough1@cps.edu	No Access
Elizabeth Beyerdorfer	Pre-K Teacher Leader	beyersdorf@cps.edu	No Access
Crystal Lampkin	Math Teacher Leader	clampkin1@cps.edu	No Access
Tiffany Williams	Assistant Principal	tdmillerwilliams@cps.edu	Has access
Sheila Berger	Instructional Coach	sfberger1@cps.edu	Has access
Terrie Rayburn Rayburn	Principal	trayburn3@cps.edu	Has access
Emily King	Teacher Leader	earutter@cps.edu	No Access
Kristen O'block	Primary Teacher	keoblock@cps.edu	No Access
Michelle Blankenberger	Couselor	mblankenber@cps.edu	No Access
megan Dykes	Primary Teacher	mknorris@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/29/2020	All	SEF

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
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 2 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)
  - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 2 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: The school Mission and Vision is posted throughout the building, in staff handbook and parents handbook. Priorities are aligned with school vision. Teachers lead Professional Development in weekly clusters. School improvement goals focused on three communicated priorities. Principal conducts office hours and has stated open door policy. Instructional coach, teacher led coaches in place to support changing classroom practices.
- 3 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - o 1 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)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Instructional leadership team and grade level teams (content based). Hiring protocol and team established with clear criteria based on needs of building. Inviting student centered environment with mission vision visually represented. 5 Essentials survey to inform staff and student needs to inform planning for upcoming year.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 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**: Engage ELA and Math Curriculum implemented for K-8; Sequencing and pacing guides; Unit plans and quarterly assessments
- 2 - Instruction
  - o 3 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 3 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 2 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**: Anchor charts with habits of discussion Unit plans and weekly lesson plan submissions in shared google classroom
- 3 - Balanced Assessment and Grading
  - o 4 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 1 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 4 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 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners
  - o 4 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 2 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**: Clearly defined grading policies Use district wide, curriculum based, and benchmark assessments
- 3 - 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 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 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 4 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 4 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 4 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 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 4 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 4 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 4 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 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 4 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 4 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 4 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 4 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 4 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 1 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 1 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 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 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 4 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 4 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**: Menu of Interventions Problem Solving Process Intervention Tracker Monthly Meetings Appointed member for each grade band MTSS Parent Letter Tier Breakdown
- 2 - 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 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 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**: College visits and tours Naviance and 6-to-16 Curriculum Mikva Challenge High School Planning process High School fairs High school application nights Comprehensive support to ensure best match and fit for high school selection

Quality and Character of School Life

- 3 - Relational Trust
  - o 4 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 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- o **Evidence**: Social committee plans one outing per month. Adult team building and SEL built into all professional development. Staff acknowledgements in weekly newsletter.
- 1 - Student Voice, Engagement, and Civic Life
  - o 1 Study politics
  - o 1 Become informed voters and participants in the electoral process
  - o 1 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 1 Engage with their community
  - o 1 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**: Student council monthly meeting . Pre-k visits with community leaders. Civic leaders invited to speak to classroom for Success Bound curriculum.
- 2 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 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**: Behavior referral form that is sent to the director of culture and climate.Daily student creed. Hallway expectation posted throughout the building. Esp's support classroom transitions.
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 1 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 1 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 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Routines and procedures in classrooms.Classroom has a discipline system including Dojo and Clip system. Many rooms have reset areas. School-wide Dojo incentives for grades K-8.Ready bucks reward incentives.
- 2 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 2 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 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 2 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 2 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 1 Partner equitably with parents speaking languages other than English
- o 2 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**: Weekly announcements school wide on Dojo. Many teachers post daily or bi-daily reminders and personal messages via school Dojo. School website and Insta-gram accounts. Monthly Calendar, monthly parent newsletter. Coffee Chat with the principal quarterly. Open House Harmony House, Lamp, Family Focus, Lawndale Christian Center are all community organizations we partner with and have an ongoing relationship with each year. Preschool does 2 home visits per year. Our attendance team does home visits for truancy. Monthly Family events: Parent Pumpkin decorating nights. Holiday crafts, Black History month performance and Paint and Sip. Art Gallery Night, Awards assemblies. Pre-school has monthly field trips where parents are invited.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Physical and Emotional Safety	1
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
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: MTSS	0

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Relational Trust	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	Student attainment Reading Grade 2
Root Cause 1	Lack of understanding of vertical progression of standards and rigor
Area of Critical Need 2	Student Growth Math 3-8
Root Cause 2	Need for more differentiated instruction
Area of Critical Need 3	Student attainment Reading Grade 3-8
Root Cause 3	Lack of understanding of vertical progression of standards and rigor
Area of Critical Need 4	Student Attainment Math Grade 3-8
Root Cause 4	Need for more differentiated instruction

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
	Overall		20.00	25.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Reading (Grade 2) Indicator for success in 3rd grade benchmark year.	African American		20.00	25.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) In support CPS vision for reading attainment	African American		35.00	40.00
	Overall		35.00	40.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Priority group for CPS	Overall		40.00	45.00
	Students with IEPs		10.00	20.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) In support CPS vision for math attainment	African American		30.00	35.00
	Overall		30.00	35.00
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	Consistently implement Second Step SEL curriculum in all K-8 general education classrooms and emphasize major components in diverse learner classrooms and across the school
Then we see...	lessons and activities taught daily with student participation
which leads to...	a reduction in referrals for physical, social and emotional behaviors and increase student engagement
Budget Description	Curriculum/textbook, Professional development , Ext days
Tags	OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	• (Completed) Acquire second step materials through grant or budget for classroom teachers Tags:OSEL: SEL Instruction • (Completed) Provide stay with professional development for second step Tags:OSEL: SEL Instruction • (Completed) Create SEL team to include teachers and esp team members Tags: • (Completed) Create pacing guide for SEL Curriculum Tags: • (On-Track) Quarterly collaborative unit planning by content or grade level Tags: • (On-Track) Daily scheduled time in classroom schedules Tags: • (On-Track) Second step Classroom Implementation with ESP support across grade levels Tags: • (On-Track) Bi-weekly Second Step Walk-throughs

Tags:

- (Not started) Monthly PLC review of Second Step Implementation

  Tags:

- (On-Track) School-wide Quarterly Focus of Second Steps Themes (Q1: Skills for Learning, Q2: Empathy, Q3: Emotion Management Q4 Problem Solving)

  Tags:

- (On-Track) Monthly school wide Focus

  Tags:

- (Not started) Develop Student Leadership Second Step team for student input

  Tags:

Strategy 2

If we do...	utilize grade level/content area professional learning communities collaboratively prioritize standards, lessons, and assessment in a Dvorak centered pacing guide
Then we see...	horizontal and vertical aligned unit plans, lesson plans, instruction and assessment
which leads to...	an improvement in student achievement and outcomes
Budget Description	Professional development, textbooks, Materials, Equipment
Tags	CIDL: Curriculum, CIDL: Digital Learning, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Student Discourse
Action steps	(Not started) ILT creation of a school wide agenda for grade level/content area cluster focused the first two PLC questions. What do we expect our students to learn? How will we know they are learning Tags: (Not started) Professional learning on prioritizing standards, revising common assessments, selecting lessons based on standards, important components of the lesson (have to do's), formative assessments and student self-assessment, analyzing student work(identifying understandings, misconceptions, next steps)

	Tags:
	• (Not started) Monthly unit planning in PLC's. That prioritize standards, determine assessment (exit tickets), select lessons, and analyze student data
	Tags:
	• (Not started) Monthly unit plan reviews: monthly cross grade-level teacher unit plan reviews to provide feedback and content area teams
	Tags:
	• (Not started) Implement student self-assessment and reflection in classrooms or prioritized students (before learning, during learning, after learning)
	Tags:
	• (Not started) Quarterly analysis of student data emphasizing prioritized standards (includes formative, common, student-self assessment, and standardized achievement scores
	Tags:

Strategy 3

If we do...	implement restorative approaches and practices at the classroom, grade level, grade band and school level
Then we see...	strong classroom communities, improved student-to-student and student-to-adult interactions and relationships and a decrease in conflict
which leads to...	a culture and climate of mutual respect and learning
Budget Description	Professional Services/Administrative services
Tags	
Action steps	• (Not started) Attend OSEL fundamentals about establishing a climate team Tags: • (Not started) Staff completes school climate assessment and analyze results Tags: • (Not started) Restorative practice leads will train others

Tags:

- (Not started) Contact Network SEL specialist to find out information about RP LEAD trainings offered and sign leads up for training

  Tags:

- (Not started) Restorative Practice Leadership team professional learning/development using CPS toolkit

  Tags:

- (Not started) Register for trainings for each of the Restorative practices interventions on the Learning Hub by searching "OSEL" These interventions may include Restorative conversations, peace circles, peer conference and /or Alternatives to suspension

  Tags:

- (Not started) Restorative leads Restorative Practices professional development to staff on SY21-22 Q1 Restorative MIndsets Q2 Restorative Language Q3 Talking Circles Q4Restorative Conversations

  Tags:

- (Not started) RPLT leads staff in developing a shared vision and agreements in Q3 SY21-22

  Tags:

- (Not started) In Q3 RPLT identifies a menu of instructive, corrective and restorative disciplinary interventions and staff who can deliver intervention. Develops written protocols for disciplinary procedures and Restorative Practices, including a clear referral process, procedures for assigning students to restorative interventions, schedules for restorative circles and/or peer conferences and procedures for tracking and following up on agreements

  Tags:

- (Not started) In Q4 the RPLT identifies a process for communicating outcomes back to staff who refer students for restorative interventions, and re-integrating students who are removed from the classroom or school community. Establishes procedures for staff, students, or families to request Restorative practices.

  Tags:

Action Plan

Strategy 1

Completed Sep 01, 2020

Acquire second step materials through grant or budget for classroom teachers

Aug 01, 2020 to Aug 29, 2020 - Admin

Completed Dec 02, 2020

Provide stay with professional development for second step

Aug 24, 2020 to Sep 30, 2020 - Admin

Completed Dec 02, 2020

Create SEL team to include teachers and esp team members

Sep 04, 2020 to Oct 31, 2020 - School Counselor

Completed Dec 02, 2020

Create pacing guide for SEL Curriculum

Aug 24, 2020 to Sep 30, 2020 - School Counselor

On-Track Dec 02, 2020

Quarterly collaborative unit planning by content or grade level

Sep 01, 2020 to Jun 30, 2021 - Cluster Teams

On-Track Dec 02, 2020

Daily scheduled time in classroom schedules

Aug 23, 2020 to Jun 26, 2021 - Admin

On-Track Dec 02, 2020

Second step Classroom Implementation with ESP support across grade levels

Sep 07, 2020 to Sep 07, 2020 - Dean

On-Track Dec 02, 2020

Bi-weekly Second Step Walk-throughs

Oct 05, 2020 to Jun 25, 2021 - Admin

Not started Dec 02, 2020

Monthly PLC review of Second Step Implementation

Aug 29, 2020 to May 29, 2021 - CCLT

On-Track Dec 02, 2020

School-wide Quarterly Focus of Second Steps Themes (Q1: Skills for Learning, Q2: Empathy, Q3: Emotion Management Q4 Problem Solving)

Sep 01, 2020 to Jun 30, 2021 - CCLT

On-Track Dec 02, 2020

Monthly school wide Focus

Aug 24, 2020 to Jun 25, 2021 - CCLT

Develop Student Leadership Second Step team for student input

Jan 11, 2021 to Jun 11, 2021 - School Counselor

Strategy 2

ILT creation of a school wide agenda for grade level/content area cluster focused the first two PLC questions. What do we expect our students to learn? How will we know they are learning

Jul 06, 2020 to Aug 31, 2020 - ILT

Professional learning on prioritizing standards, revising common assessments, selecting lessons based on standards, important components of the lesson (have to do's), formative assessments and student self-assessment, analyzing student work(identifying understandings, misconceptions, next steps)

Jul 27, 2020 to May 28, 2021 - ILT

Monthly unit planning in PLC's. That prioritize standards, determine assessment (exit tickets), select lessons, and analyze student data

Sep 14, 2020 to Sep 14, 2020 - Cluster Leaders

Monthly unit plan reviews: monthly cross grade-level teacher unit plan reviews to provide feedback and content area teams

Sep 28, 2020 to Sep 28, 2020 - Admin

Implement student self-assessment and reflection in classrooms or prioritized students (before learning, during learning, after learning)

Sep 07, 2020 to Apr 23, 2021 - ILT

Quarterly analysis of student data emphasizing prioritized standards (includes formative, common, student-self assessment, and standardized achievement scores

Sep 01, 2020 to May 13, 2022 - ILT

Strategy 3

Attend OSEL fundamentals about establishing a climate team

Sep 01, 2020 to Dec 04, 2020 - Dean and Counselor

Staff completes school climate assessment and analyze results

Mar 01, 2021 to Jun 26, 2021 - Admin

Restorative practice leads will train others

Aug 08, 2021 to Aug 13, 2021 - ILT

Contact Network SEL specialist to find out information about RP LEAD trainings offered and sign leads up for training

Sep 01, 2020 to Oct 31, 2020 - ILT

Restorative Practice Leadership team professional learning/development using CPS toolkit

Jan 04, 2021 to Jun 26, 2021 - RPLT

Register for trainings for each of the Restorative practices interventions on the Learning Hub by searching "OSEL" These interventions may include Restorative conversations, peace circles, peer conference and /or Alternatives to suspension

Jan 04, 2021 to Jun 18, 2021 - RPLT

Restorative leads Restorative Practices professional development to staff on SY21-22 Q1 Restorative MIndsets Q2 Restorative Language Q3 Talking Circles Q4Restorative Conversations

Aug 03, 2021 to Mar 25, 2022 - RPLT

RPLT leads staff in developing a shared vision and agreements in Q3 SY21-22

Jan 04, 2021 to Mar 19, 2021 - RPLT

In Q3 RPLT identifies a menu of instructive, corrective and restorative disciplinary interventions and staff who can deliver intervention. Develops written protocols for disciplinary procedures and Restorative Practices, including a clear referral process, procedures for assigning students to restorative interventions, schedules for restorative circles and/or peer conferences and procedures for tracking and following up on agreements

Jan 01, 2021 to Mar 31, 2021 - RPLT

In Q4 the RPLT identifies a process for communicating outcomes back to staff who refer students for restorative interventions, and re-integrating students who are removed from the classroom or school community. Establishes procedures for staff, students, or families to request Restorative practices.

Apr 05, 2021 to Jun 22, 2021 - RPLT

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.

For Prek all students take the Teaching Strategies (TSS) Gold. For K-2nd grade MClass and Dibel is utilized. Students in 2nd through 8th grade take the NWEA assessment. The Illinois science assessment is taken by 5th & 8th grade students.

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

We incorporate school wide intervention and will use small group instruction during this block to provide opportunities to meet proficient and advanced levels. We also provide targeted after school intervention and tutoring during the school year.

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.

We utilize both whole group and small group instruction with a rigorous curriculum aligned both vertically and horizontally providing increased instructional time for core academic areas. Small group

instruction is embedded into our regular schedule at least three days per week for students need additional instructional guidance.

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).

We are implementing a school wide SEL curriculum. Our school counselor provides one on one and group counseling. We partner with two local organizations (LAMP/Harmony House) to provide mentoring. In addition Success Bound

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

We focus building relationships between students, teachers, staff and families. In addition, we put an emphasis on professional development and coaching for teachers to ensure they feel supported and are continuously improving their skills.

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.

Professional development is offered once per month for new teachers and experienced teachers in differentiated cohorts. In addition, we have weekly cluster meetings that focus on lesson planning, instructional strategies, analyzing student work and collaboration. Additionally, REACH is used to identify individual teacher supports.

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

To increase parent involvement we will convene at PAC. We also maximize opportunities for families to come into classrooms or to assemblies. We host parent meetings quarterly to address the needs of our parents.

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.

We prepare summer packets for incoming kindergarten students to support math and reading readiness skills. Host a meeting in the fall to inform parents of the kindergarten process. Mid November we will provide one on one support to assist parents with the application process.

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 have school wide quarterly summative assessments teachers collaboratively analyze during professional development to target critical standards not met and improve instructional strategies. Teachers also use mid-module and end of module assessments to inform and improve their instruction.

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 experiencing difficulty are identified by standard and worked with in a small group setting three days per week. If additional support is needed, teachers have the support of city year volunteers to work with students in groups of two or three.

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.

Create a structure to identify the different types of programs we offer to ensure equal access at the federal. state and local level. We will also continue to host all day state pre-k 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 and families will be involved in the joint development and revision of the parental and family engagement plan and policy through monthly meeting with the PAC. In these meetings parents will up updated on instructional priorities, assessments and efforts to improve outcomes for all students.

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 projected date will be Sept. 2020.

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.

All suggestions will be communicated to the administrative and leadership teams. They will also be considered when planning for parental and family engagement activities.

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.

Parents and families will receive reports on state assessments directly by mail as well as during the scheduled parent teacher conference time.

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.

Parents will receive notices by mail and/or email of any teacher who is not "highly qualified" as defined in the Title 1 Final Regulations.

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.

Parent meeting will be held once per quarter that focused on academic achievement. In addition, teachers will communicate individual student progress every 5 weeks through progress reports, parent teacher conferences three times per year and periodic communication by phone or email.

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.

Both a literacy night and technology night will be held for parents to assist them in improving their students academic achievement. In addition, our community partners will also plan parent education nights.

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.

All staff will participate in professional development to understand the social emotional needs of students and how understanding their families can assist them with building relationships in the classroom.

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.

Our pre-k program will have an emphasis on family engagement planning at least two parent engagement evenings (at least one being literacy). Parents will be invited to participate in the classroom, chaperone on field trips and attend assemblies.

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.

Information will be send out via email, class dojo and REMIND text.

Policy Implementation Activities

[X] **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)

n/a

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.)

Dvorak School of Excellence will fully prepare our scholars for college and the work force by providing a safe, rigorous learning environment with high expectations for all. We will partner with our community and families to ensure that our scholars are able to exceed standards and not just meet them. As a learning community we will work together to prepare our students to be academically competitive with their peers worldwide and each of them will feel the love and commitment of our staff. Collectively, we will use each

other as resources to create an exciting learning environment for our children and foster in them a thirst for knowledge that cannot be dampened by the social ills they confront each day.

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.

Parent teach conferences will be held at the and of the 1st and 3rd Quarter (Nov, March)

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

Progress reports or report cards will be sent every 5 weeks.

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

Staff will be available for consultations by appointment before or after school by phone or in person

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.

Classroom teachers will provide opportunities for parents to volunteer in the classroom, attend field trips and assemblies throughout the school year.

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

Parents will monitor homework completion, attendance and their students grades in ASPEN.

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 will be consulted frequently for decisions related to the education of their child, by phone, email or in person conferences scheduled at a mutually beneficial time.

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).

Student ownership and responsibility will be stress through weekly SEL as well as embedded in daily school routines and procedures. Students will be responsible for monitoring their grades attendance and recognized for excelling in these areas.

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.

Activities will be held quarterly with monthly PAC meetings

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.	$1000.00
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.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$350.00
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)	$500.00
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.	$0.00

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.	$300.00