

Melville W Fuller Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Marilyn McCottrell	Principal	mljackson5@cps.edu	Has access
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Team Meetings

Date	Participants	Topic
12/16/2019	McCottrell, Parks, Shaffer, Foster, Guy, Watson	SEF Ratings
01/13/2020	McCottrell, Carroll, Whooper, Foster, Watson	SEF Ratings
02/10/2020	McCottrell, Whooper, Watson, Foster	SEF Ratings
03/16/2020	Carroll, Foster, Watson, Whooper, McCottrell	Goals and Priorities
03/31/2020	Watson, Carroll, Foster, Whooper, McCottrell	Goals and Priorities
04/16/2020	Carroll, McCottrell, Whooper	Strategies Meeting

Date	Participants	Topic
04/17/2020	Onderdonk, McCarty, Stokes, Foster, McCottrell	Strategies Meeting: MTSS
04/24/2020	Onderdonk, McCarty, Watson, Stokes, Foster, McCottrell	Strategies Meeting: School-wide Scheduling
05/01/2020	Onderdonk, McCarty, Watson, Stokes, Foster, McCottrell	Strategies Meeting: MTSS Planning

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
 - 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)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 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:**
- 3 - Structure for Continuous Improvement
 - 3 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs

- 3 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
- 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

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
 - 4 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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
 - **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 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

- 1 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
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 1 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 3 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)
 - 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)
 - 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)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 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)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 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)
- 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)
- 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 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)
- 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)
- 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)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 2 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 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
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 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)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 1 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 1 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 1 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)
 - **Evidence:**
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Family & Community Engagement
 - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 4 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)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 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)
- **Evidence:**

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	4
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
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: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
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: Physical and Emotional Safety	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	Math growth among students with IEPs and male students
Root Cause 1	Professional development, goals, data, and monitoring/accountability focused more on the achievement gap and metrics rather than--or with little to no attention to-- becoming more culturally responsive practitioners (i.e., exploring the learning gap, the attitude gap, the relationship gap, and the opportunity gap faced by male students and students with special needs)
Area of Critical Need 2	Reading growth overall and among students with IEPs
Root Cause 2	Lack of consistent, standards-aligned, vertical planning in each content area
Area of Critical Need 3	Math attainment overall (Grades 2-8)
Root Cause 3	Lack of rigor (i.e., overemphasizing procedural skill and fluency to the detriment of conceptual understanding and application in math instruction and feedback)
Area of Critical Need 4	Teacher vacancies, particularly LBS 1 vacancies, which affect both pull out and co-taught students
Area of Critical Need 5	Focusing more on data collection than using data to drive instructional decisions (i.e., creating meaningful instructional groupings)

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
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Our students with IEPs and male students demonstrated growth in math far below that of their gen ed and female peers respectively. Notably, there is a 32 percentile point difference overall between gen ed and our special education student populations (with grade 4 showing a 47 percentile point difference and grade 8 showing a 53 percentile point difference) and an 18 percentile point difference overall between our female and male student populations (with grade 4 showing a 77 percentile point difference and grade 8 showing a 28 point difference).</p> <p>Providing intensive supports for mathematics teachers and instruction that intentionally targets students at all three MTSS tiers, using instructional techniques designed or chosen to specifically engage these student groups, would support our students' readiness for secondary education, college and career.</p>	Students with IEPs		20.00	40.00
	Male		35.00	45.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>While students with IEPs seem to have better growth overall than their gen ed peers, this is only true because of a couple grades, namely grades 5 and 7, where growth is very high at the 79th and 99th growth percentiles respectively. These two grades' data is greatly improved the overall growth percentile for students with IEPs building-wide, but the low overall rate of growth for the majority of grades is more indicative of typical growth for students.</p>	Students with IEPs		55.00	60.00
<p>Vision: NWEA Attainment G2-8 (Reading)</p> <p>By focusing on reading attainment in grades 2-8, we know that we may support our students improved academic outcomes in all content areas.</p>	Overall		42.00	45.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey While our previous survey results show well-organized overall, we have work to do in terms of involved families and supportive environment. One goal for the next two years in to increase student voice in meaningful ways in a variety of contexts at Fuller. From there, we'd like to leverage that student voice and engagement in structuring more opportunities for families to become more enthusiastic partners and initiators of school improvement efforts.</p>				5.00	5.00

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 high-quality MTSS program to address the needs and interests of students overall and our target student groups, building a variety of supports, structures, and experiences designed to meaningfully tackle the academic, behavioral, and social emotional needs of students in a variety of settings within the school community
Then we see...	more intentional groupings of students in each instructional tier, improved selection of resources, and consistent progress monitoring and informed action on that data
which leads to...	improved academic outcomes in the growth ratio in math for DL students from 0.44 (EOY SY19) to 1.0 or higher, for sixth grade students from -0.77 (EOY SY19) to 1.0 or higher, and for male students from 0.75 (EOY SY19) to 1.0 or higher; and an increase in the growth ratio for reading for DL students from 0.79 (EOY SY19) to 1.0 or higher and for all students from 0.83 (EOY SY19) to 1.0 or higher.
Budget Description	Second Step Curriculum for Early Learning (Pre-K) Second Step Curriculum Bundle for Grades K-5 Second Step Curriculum Site Licenses and PD for Grades 6-8 Master Schedule that prioritizes time for Tier 1 SEL Instruction using Second Step Master Schedule that prioritizes time for Tier 1 Whole Group Grade-Level Instruction, Tier 1 Small Group Instruction (aligned to WGI), Tier 2 Supplemental Small Group Instruction (aligned to student skill deficits), and Tier 3 Intensive Support Small Group and/or Individualized

	<p>Instruction Assistant Principal to monitor the overall implementation of the MTSS Program, from Tier 1 through special education determination decision Case manager to routinely observe Tier 2 and 3 instruction, support accurate data collection and processes for potential referral to special education, and inform teachers, TAs, and interventionists on revisions/adjustments to tiered interventions for individual students Curriculum Specialists/Interventionists for both Reading and Math to oversee instructional practice at each tier, provide interventions to Tier 2 and Tier 3 students, and support teachers in planning for improved student achievement Intervention pull-out sessions with Reading and/or Math Curriculum Specialists and/or Behavior and SEL with the Youth Intervention Specialist and/or Counselor with approved instructional and/or behavioral resources at each tier Coaching aligned to standards and evidence of student learning (as measured on curricular assignments, module assessments, interim assessments, and NWEA assessments, i-Ready assessments, and student discipline data) for teachers, TAs, and Interventionists mClass Assessment Training for TAs, Teachers (including PreK), and Curriculum Specialist Data Cohort with Achievement Network (to target the end of the Teaching and Learning Cycle--Analyze, Adapt, and Reflect) Secure Mentoring Programs for both boys and girls at target grade levels based on student discipline data and Casel standards</p>
<p>Tags</p>	<p>MTSS, Student Voice, Engagement, and Civic Life, Assessment: Monitoring Student Learning to Support Growth, OSEL: Tier 2 and 3 Interventions</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Completed) Redraft/Clarify site-specific roles and responsibilities for teachers, TAs, SECAs, Curriculum Specialists/Interventionists, Counselor, and Youth Intervention Specialist, and AP as aligned to our school-wide focus on MTSS, the CPS Job Descriptions and Critical Attributes, Counseling Plan, and applicable REACH Frameworks (teaching, counseling, educational support specialist, etc.) <p>Tags:</p> • (Completed) Create AP (new staff member) and a new Curriculum Specialists roles for an existing staff member to address the need for focused interventions for target student groups in both reading and math classes beyond Tier 1. <p>Tags:</p> • (On-Track) Schedule LBS 1 teachers as the second teacher of record in Aspen for co-taught classes <p>Tags:</p> • (Completed) Interview and hire 4 additional LBS 1 teachers and 1 additional SECA based on non-discretionary budget allocations. <p>Tags:</p> • (Completed) Evaluate the effectiveness of and make revisions to the current SY 2020 MTSS Process for launch for the new CIWP cycle. <p>Tags:</p>

- (Completed) Create, publish, and implement a flow chart for MTSS, clarifying each tier, its features, and likely resources in reading, math, and SEL.

Tags:

- (Completed) Develop school-wide expectations for co-teaching classes in which both a general and special educator are assigned to students

Tags:

- (Not started) Develop and provide high-quality, role-specific REACH evaluation and ESP evaluation training at the beginning of the school year, including identifying some site-specific practices aligned to our CIWP's MTSS strategic plan, roles and responsibilities, and CPS Job Description and Critical Attributes, and applicable REACH frameworks

Tags:

- (Postponed) Create and maintain a schedule for formal and informal evaluations (for REACH and ESP evaluation) as well as for formative and progress-oriented feedback for teachers, curriculum specialists, and ESPs, sharing trend data, analyzing root causes, and developing applicable action steps for growth at least quarterly to lead to staff professional practice and student academic performance improvements.

Tags:

- (On-Track) Create a viable draft of the master schedule that schedules DL students first, includes predictable times for SEL instruction using Second Step, prioritizes both whole and small group instruction (at each tier), and allows for pull-outs for intervention in Reading, Math, and SEL

Tags:

- (Not started) Create and provide (at least quarterly) professional development to teachers on analyzing IEPs, using IEP for differentiation in the co-taught classroom or gen ed classroom, and monitoring progress of DL students with grade-level content and standards

Tags:

- (Completed) Purchase Second Step curriculum, including related professional development, for PreK through 8th Grade Classes

Tags:

- (Not started) Identify metric and/or develop protocols for monitoring progress of students in reading, math, and SEL interventions for each grade band and at each Tier.

Tags:

- (Not started) Develop a Second Step Assessment Tracker to collect SEL data from students to target Tier 2 SEL interventions, using Second Step materials

Tags:

- (On-Track) Using BOY NWEA/mcClass data, i-Ready Diagnostic 1 data, and the master schedule, create an intervention schedule and student focus list for pull-out reading and math interventions

Tags:

- (On-Track) Provide training to teachers on using NWEA/mClass and/or i-Ready Diagnostic 1 data to group students and analyze the performance of target student groups in relation to other grade-level peers

Tags:

- (Not started) Identify target groups and intervention schedule(s) and type(s) for Tier 2 pull-out SEL instruction based on data from Second Step assessments and student discipline data.

Tags:

- (Not started) Monthly: Use identified metrics (perhaps Student Logger and Second Step Assessments) to determine target group(s) and create a systems (i.e., intervention schedule and types) for Tier 3 pull-out group or individual sessions, focused on SEL.

Tags:

- (Not started) Monthly: Maintain data binders (electronic) for each grade for Tier 2 and Tier 3 students, their progress within intervention cycles, and their on-track data.

Tags:

- (Not started) Monthly: Analyze school-wide MTSS data by tier, creating data reports/charts to share with staff and LSC regarding strengths, weaknesses, trends, root causes, and action steps to improve data on achievement metrics.

Tags:

- (Not started) Monthly: Use data at each MTSS Tier to analyze student progress within the intervention cycle and toward year-end goals and create action plans to support target groups of and individual students: Tier 1: curricular assessments (including Second Step), benchmark assessments, and interim assessments Tier 2: progress monitoring using mClass, Growth Monitoring Assessments using i-Ready,

	<p>and student behavioral and discipline data Tier 3: BAS data, EasyCBM, and student behavioral and discipline data</p> <p>Tags:</p>
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Strategy 2

If we do...	systematically give and evaluate student progress on grade-level, standards-aligned, curricular assessments (i.e., the module, domain, and unit assessments)
Then we see...	teachers use assessment data formatively to give precise feedback, plan strategic corrective instruction, provide meaningful additional practice and enrichment opportunities, and ensure timely reassessment
which leads to...	class averages of 60% or better on those same standards as assessed on quarterly interim assessments and improvements in grade-level and school-wide on track status (averaging 60% or better per quarter).
Budget Description	ANet Data Cohort to focus on the end of the Teaching and Learning cycle (Analyze data and student work; Adapt teaching and reassess; and Reflect) Planning time to turnkey PD from ANet sessions for school staff Professional Development turn-keyed from ANet sessions to support school community in implementing the end of the T&L cycle Content area professional development, collaborative planning, and/or Professional Learning Communities School-wide standards' tracker to chart, analyze, and compare student performance on assessments (curricular based and interim) Resources to create/implement hands-on, discussion-based, and/or writing centers at each grade during Tier 1 SGI time in the classroom ANet Interim Assessments (quarterly)
Tags	Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> (Not started) Purchase teacher and student print copies of work books, novels, etc. for Reading and Math <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Build/Select and vet school/team-wide, standards-aligned data trackers, assessment preview protocols, and looking at student work protocols/rubrics for curricular assessments and interim assessments for both reading and math (must include a focus on targeted student groups found within the goals of the CIWP) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Conduct quarterly module, domain, or unit assessment previews (identifying aligned standards, aspects of rigor/area of text complexity, prerequisite skills, etc.) <p>Tags:</p>

- (Not started) Develop design/selection plan and expectations for standards-aligned, grade-level centers to reinforce learning from Whole Group Instruction.

Tags:

- (Cancelled) Conduct quarterly interim assessment previews (identifying aligned standards, aspects of rigor/area of text complexity, prerequisite skills, and alignment to curricular resource)

Tags:

- (Not started) Quarterly: Provide and participate in professional development on action planning for effective corrective instruction and reassessment (end of the Teaching and Learning Cycle)

Tags:

- (Not started) Ongoing: Implement corrective instruction plans with students (in whole group, small group, or individualized settings) within 48 hours of assessment to provide precise feedback and data-informed corrective instruction to correct misconceptions BEFORE allowing reassessment opportunity within one week of original assessment (focusing on areas of need or high-leverage areas rather than the entire assessment)

Tags:

- (Not started) Monthly: Provide timely feedback and coaching support based on observations of corrective instruction aligned to misconceptions, areas of need, and high-leverage skills

Tags:

- (Not started) Monthly: Use consultancy protocol or looking at student work protocol during content area, cluster, or PLC meetings to support colleague(s) in thinking more expansively and strategically about a particular, concrete instructional dilemma

Tags:

- (Not started) Quarterly: Interim assessment data meetings at the grade-band or content area level to analyze school-wide/team-wide performance on grade-level standards (overall, gender, and IEP)--analyze trends, areas of growth, root causes, and develop action plans as a content or grade-band team for the next quarter of instruction

Tags:

	<ul style="list-style-type: none"> • (Not started) Use student performance on corrective instruction, extended practice, enrichment, centers and reassessment to improve student grades as students' levels of mastery on standards improve <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Use KYN reports (grades, attendance, GPA) alongside curricular, benchmark, and interim assessment data to analyze student on-track status improvements three times per quarter for target student groups. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Using SY21 EOY NWEA data, target two grade levels to engage in two different team-wide lesson study cycles throughout SY2022, creating/choosing protocols, resources, etc. to engage in quarter-long professional development, allowing standards and module assessments to drive backwards planning. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Ongoing: Support teachers with planning, implementation, and analysis of the effectiveness (as measured by student performance) of practice centers aligned to grade-level, content-area standards. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Engage in lesson study cycle once per semester in both reading and math <p>Tags:</p>
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Strategy 3

If we do...	expand access to personally, culturally, and globally relevant learning experiences in science, social studies, fine arts, and health instruction, providing opportunities for all students to engage with complex texts and tasks, affording routine options for student choice and informed action, and support all teachers with unit planning and the implementation of the Teaching and Learning Cycle in these subjects
Then we see...	increased student interest, investment, enthusiasm, cognitive engagement, and agency, building a more comprehensive school experience for all learners
which leads to...	improved attendance for at-risk and chronically truant student groups, increased student achievement outcomes on NWEA assessments and on-track metrics, and the transition from no student voice to meaningful student participation in decision-making processes.
Budget Description	Student notebooks for Amplify Science curriculum Solidifying Social Studies curricular resources for all grades Materials and props of learning centers in PreK Composition software, computers, and other AV equipment for Music Curricular resources, models, and other props/materials for Health Professional development on the T&L cycle for classes

	other than reading and math Student experience surveys Showcases of student learning (both during and outside of the regular school day)
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Modify and vet the Wiggins Student Experience survey for BOY, MOY, and EOY use in grades 4-8. Tags: • (Not started) Finalize selection of curricular resources for Social Studies and Health for Grades K-8. Tags: • (Not started) Develop/Select protocols for looking at student work, engaging in consultancies, and/or analyzing rubrics and assessments in non-reading and math classes. Tags: • (Not started) Develop prioritized list of resources needed to support instruction in science, social studies, music and health for the school year Tags: • (Not started) Purchase resources for science, social studies, music, and health. Tags: • (Not started) Attend training and/or train staff on implementation of the Middle School FUSE lab. Tags: • (Not started) Create a comprehensive professional development schedule Tags: • (Not started) Develop and finalize schedule for showcases of learning at the grade, grade band, and school-wide level Tags: • (Not started) Determine based on student and staff interest in out-of-school time project-based or action oriented enrichment opportunities, prioritizing social studies, science, music, and PE/health (or athletic) offerings for students as extracurricular activities

Tags:

- (Not started) Provide on-going professional development to staff (at least quarterly) on the analysis and implementation of scripted curricular resources, development of curricular resources and projects, and/or analysis of student work products in target subject areas

Tags:

- (Not started) At least once per quarter: Develop a parent engagement in academics calendar/strategic plan with student, staff, and parent input (may be done by grade-level, grade band, and/or school-wide)

Tags:

- (Not started) Advertise and highlight student showcases of learning via Classroom and Hallway Displays, Remind, Aspen email, Robocall, Marquee, Website, and Backpack Mailings to improve family involvement and engagement in school and student pride in school work

Tags:

- (Not started) Align at least one major project per quarter to applicable SEL standards and content-area standards, as evidenced in grading criteria (i.e., rubrics), allowing students choice in final product, process, and/or content

Tags:

- (Not started) Give student experience assessment to students at least three times per year to gauge improvements in student voice and student expressed experiences with school.

Tags:

- (Not started) Quarterly (Beginning Dec. 2020): Develop projects/tasks designed to offer student choice and voice, integrate SEL Standards and Content Area Standards, and require students to apply learning in a variety of ways, for a variety of audiences, etc.

Tags:

- (Not started) Quarterly (Beginning in Feb. 2021): Provide students with meaningful choice in showcasing and applying learning about SEL and content-area concepts in projects, having rubrics aligned to SEL and content area standards and shared with students prior to beginning and submitting projects for grades.

Tags:

Action Plan

Strategy 1

Completed Jul 15, 2020

Purchase Second Step curriculum, including related professional development, for PreK through 8th Grade Classes

Jul 01, 2020 to Jul 31, 2020 - Principal Clerk

On-Track Sep 18, 2020

Create a viable draft of the master schedule that schedules DL students first, includes predictable times for SEL instruction using Second Step, prioritizes both whole and small group instruction (at each tier), and allows for pull-outs for intervention in Reading, Math, and SEL

May 01, 2020 to Jul 31, 2020 - Principal Case Manager Youth Intervention Specialist

Completed Sep 18, 2020

Evaluate the effectiveness of and make revisions to the current SY 2020 MTSS Process for launch for the new CIWP cycle.

May 01, 2020 to Jun 30, 2020 - Principal Resident Principal Case Manager ILT Curriculum Specialists

Completed Aug 03, 2020

Create AP (new staff member) and a new Curriculum Specialists roles for an existing staff member to address the need for focused interventions for target student groups in both reading and math classes beyond Tier 1.

May 01, 2020 to Jun 30, 2020 - Principal

On-Track Sep 21, 2020

Using BOY NWEA/mcClass data, i-Ready Diagnostic 1 data, and the master schedule, create an intervention schedule and student focus list for pull-out reading and math interventions

May 18, 2020 to Sep 30, 2020 - Curriculum Specialists

On-Track Sep 02, 2020

Provide training to teachers on using NWEA/mClass and/or i-Ready Diagnostic 1 data to group students and analyze the performance of target student groups in relation to other grade-level peers

Sep 14, 2020 to Oct 02, 2020 - Curriculum Specialists

Develop a Second Step Assessment Tracker to collect SEL data from students to target Tier 2 SEL interventions, using Second Step materials

Aug 03, 2020 to Aug 28, 2020 - MTSS Team Youth Intervention Specialist Case Manager Assistant Principal

Identify target groups and intervention schedule(s) and type(s) for Tier 2 pull-out SEL instruction based on data from Second Step assessments and student discipline data.

Oct 26, 2020 to Apr 30, 2021 - MTSS Team Youth Intervention Specialist

Identify metric and/or develop protocols for monitoring progress of students in reading, math, and SEL interventions for each grade band and at each Tier.

Jul 01, 2020 to Aug 28, 2020 - Curriculum Specialists Youth Intervention Specialist Case Manager Assistant Principal

Monthly: Use identified metrics (perhaps Student Logger and Second Step Assessments) to determine target group(s) and create a systems (i.e., intervention schedule and types) for Tier 3 pull-out group or individual sessions, focused on SEL.

Oct 01, 2020 to Jun 17, 2022 - Youth Intervention Specialists Counselor Case Manager RSPs Consultants/ Mentors

Monthly: Use data at each MTSS Tier to analyze student progress within the intervention cycle and toward year-end goals and create action plans to support target groups of and individual students: Tier 1: curricular assessments (including Second Step), benchmark assessments, and interim assessments Tier 2: progress monitoring using mClass, Growth Monitoring Assessments using i-Ready, and student behavioral and discipline data Tier 3: BAS data, EasyCBM, and student behavioral and discipline data

Oct 01, 2020 to Jun 17, 2022 - All staff

Completed Jul 06, 2020

Redraft/Clarify site-specific roles and responsibilities for teachers, TAs, SECAs, Curriculum Specialists/Interventionists, Counselor, and Youth Intervention Specialist, and AP as aligned to our school-wide focus on MTSS, the CPS Job Descriptions and Critical Attributes, Counseling Plan, and applicable REACH Frameworks (teaching, counseling, educational support specialist, etc.)

Apr 01, 2020 to Jun 30, 2020 - Principal

Develop and provide high-quality, role-specific REACH evaluation and ESP evaluation training at the beginning of the school year, including identifying some site-specific practices aligned to our CIWP's MTSS strategic plan, roles and responsibilities, and CPS Job Description and Critical Attributes, and applicable REACH frameworks

Aug 01, 2020 to Sep 04, 2020 - Principal

Postponed Sep 21, 2020

Create and maintain a schedule for formal and informal evaluations (for REACH and ESP evaluation) as well as for formative and progress-oriented feedback for teachers, curriculum specialists, and ESPs, sharing trend data, analyzing root causes, and developing applicable action steps for growth at least quarterly to lead to staff professional practice and student academic performance improvements.

Sep 08, 2020 to Jun 17, 2022 - Principal Assistant Principal

Completed May 22, 2020

Create, publish, and implement a flow chart for MTSS, clarifying each tier, its features, and likely resources in reading, math, and SEL.

May 01, 2020 to Jun 18, 2020 - Principal Case Manager Counselor Curriculum Specialists Youth Intervention Specialist

Completed Sep 01, 2020

Develop school-wide expectations for co-teaching classes in which both a general and special educator are assigned to students

May 18, 2020 to Jul 31, 2020 - Principal Case Manager Curriculum Specialists Counselor ILT

Create and provide (at least quarterly) professional development to teachers on analyzing IEPs, using IEP for differentiation in the co-taught classroom or gen ed classroom, and monitoring progress of DL students with grade-level content and standards

Jun 01, 2020 to Jun 18, 2021 - Principal Case Manager Counselor Curriculum Specialists

Monthly: Analyze school-wide MTSS data by tier, creating data reports/charts to share with staff and LSC regarding strengths, weaknesses, trends, root causes, and action steps to improve data on achievement metrics.

Oct 01, 2020 to Jun 17, 2022 - Assistant Principal Curriculum Specialists Youth Intervention Specialist Case Manager

Monthly: Maintain data binders (electronic) for each grade for Tier 2 and Tier 3 students, their progress within intervention cycles, and their on-track data.

Oct 01, 2020 to Jun 17, 2022 - Assistant Principal Youth Intervention Specialist Curriculum Specialist Case Manager

On-Track Sep 21, 2020

Schedule LBS 1 teachers as the second teacher of record in Aspen for co-taught classes

Jun 01, 2020 to Aug 28, 2020 - Clerk Case Manager

Completed Aug 31, 2020

Interview and hire 4 additional LBS 1 teachers and 1 additional SECA based on non-discretionary budget allocations.

May 01, 2020 to Aug 28, 2020 - Principal Assistant Principal Case Manager Counselor Curriculum Specialists

Strategy 2

Conduct quarterly module, domain, or unit assessment previews (identifying aligned standards, aspects of rigor/area of text complexity, prerequisite skills, etc.)

Aug 31, 2020 to Jun 18, 2021 - Teachers

Cancelled Sep 21, 2020

Conduct quarterly interim assessment previews (identifying aligned standards, aspects of rigor/area of text complexity, prerequisite skills, and alignment to curricular resource)

Aug 31, 2020 to Jun 18, 2021 - Teachers

Build/Select and vet school/team-wide, standards-aligned data trackers, assessment preview protocols, and looking at student work protocols/rubrics for curricular assessments and interim assessments for both reading and math (must include a focus on targeted student groups found within the goals of the CIWP)

Jul 01, 2020 to Aug 28, 2020 - Principal Assistant Principal Case Manager Curriculum Specialists

Quarterly: Provide and participate in professional development on action planning for effective corrective instruction and reassessment (end of the Teaching and Learning Cycle)

Sep 14, 2020 to Jun 18, 2021 - Curriculum Specialists Teachers

Ongoing: Implement corrective instruction plans with students (in whole group, small group, or individualized settings) within 48 hours of assessment to provide precise feedback and data-informed corrective instruction to correct misconceptions BEFORE allowing reassessment opportunity within one week of original assessment (focusing on areas of need or high-leverage areas rather than the entire assessment)

Sep 14, 2020 to Jun 17, 2022 - Teachers

Quarterly: Interim assessment data meetings at the grade-band or content area level to analyze school-wide/team-wide performance on grade-level standards (overall, gender, and IEP)--analyze trends, areas of growth, root causes, and develop action plans as a content or grade-band team for the next quarter of instruction

Oct 19, 2020 to Jun 17, 2022 - Teachers Curriculum Specialists Consultants Principal

Monthly: Provide timely feedback and coaching support based on observations of corrective instruction aligned to misconceptions, areas of need, and high-leverage skills

Sep 14, 2020 to Jun 18, 2021 - Curriculum Specialists Consultants

Use student performance on corrective instruction, extended practice, enrichment, centers and reassessment to improve student grades as students' levels of mastery on standards improve

Sep 14, 2020 to Jun 17, 2022 - Teachers

Monthly: Use consultancy protocol or looking at student work protocol during content area, cluster, or PLC meetings to support colleague(s) in thinking more expansively and strategically about a particular, concrete instructional dilemma

Sep 14, 2020 to Jun 18, 2021 - Teachers Curriculum Specialist (facilitator)

Using SY21 EOY NWEA data, target two grade levels to engage in two different team-wide lesson study cycles throughout SY2022, creating/choosing protocols, resources, etc. to engage in quarter-long professional development, allowing standards and module assessments to drive backwards planning.

Jul 01, 2021 to Aug 27, 2021 - Principal Assistant Principal Consultants Curriculum Specialists

Engage in lesson study cycle once per semester in both reading and math

Aug 30, 2021 to Jun 17, 2022 - 3-6 teachers per content area Curriculum Specialists Consultants Case Manager Principal

Use KYN reports (grades, attendance, GPA) alongside curricular, benchmark, and interim assessment data to analyze student on-track status improvements three times per quarter for target student groups.

- Teachers Curriculum Specialists Principal

Develop design/selection plan and expectations for standards-aligned, grade-level centers to reinforce learning from Whole Group Instruction.

Aug 03, 2020 to Aug 28, 2020 - Principal Curriculum Specialists Reading & Math Teachers

Ongoing: Support teachers with planning, implementation, and analysis of the effectiveness (as measured by student performance) of practice centers aligned to grade-level, content-area standards.

Sep 14, 2020 to Jun 17, 2022 - Principal Case Manager Consultants

Purchase teacher and student print copies of work books, novels, etc. for Reading and Math

Jul 01, 2020 to Aug 28, 2020 - Principal Clerk

Strategy 3

Modify and vet the Wiggins Student Experience survey for BOY, MOY, and EOY use in grades 4-8.

May 18, 2020 to Jun 18, 2020 - Principal CIWP Team

Finalize selection of curricular resources for Social Studies and Health for Grades K-8.

May 18, 2020 to Jun 18, 2020 - Principal Curriculum Specialists Teachers

Develop prioritized list of resources needed to support instruction in science, social studies, music and health for the school year

Jun 01, 2020 to Jun 18, 2020 - Teachers Curriculum Specialists

Purchase resources for science, social studies, music, and health.

Jul 01, 2020 to Jul 31, 2020 - Principal Clerk

Attend training and/or train staff on implementation of the Middle School FUSE lab.

Jul 01, 2020 to Sep 04, 2020 - Principal Teachers ESP

Develop/Select protocols for looking at student work, engaging in consultancies, and/or analyzing rubrics and assessments in non-reading and math classes.

May 18, 2020 to Jul 31, 2020 - Principal Curriculum Specialists CIWP Team

Create a comprehensive professional development schedule

Aug 01, 2020 to Aug 28, 2020 - Principal Curriculum Specialists

Develop and finalize schedule for showcases of learning at the grade, grade band, and school-wide level

Jul 01, 2020 to Aug 28, 2020 - Curriculum Specialists CIWP Team LSC

Determine based on student and staff interest in out-of-school time project-based or action oriented enrichment opportunities, prioritizing social studies, science, music, and PE/health (or athletic) offerings for students as extracurricular activities

Jul 01, 2020 to Sep 30, 2020 - CIWP Team LSC

Provide on-going professional development to staff (at least quarterly) on the analysis and implementation of scripted curricular resources, development of curricular resources and projects, and/or analysis of student work products in target subject areas

Aug 31, 2020 to Jun 18, 2021 - Principal Curriculum Specialists

Advertise and highlight student showcases of learning via Classroom and Hallway Displays, Remind, Aspen email, Robocall, Marquee, Website, and Backpack Mailings to improve family involvement and engagement in school and student pride in school work

Sep 08, 2020 to Jun 18, 2021 - Teachers Clerk

Align at least one major project per quarter to applicable SEL standards and content-area standards, as evidenced in grading criteria (i.e., rubrics), allowing students choice in final product, process, and/or content

Aug 31, 2020 to Jun 18, 2021 - Teachers

Give student experience assessment to students at least three times per year to gauge improvements in student voice and student expressed experiences with school.

Sep 14, 2020 to Apr 30, 2021 - Principal Counselor

At least once per quarter: Develop a parent engagement in academics calendar/strategic plan with student, staff, and parent input (may be done by grade-level, grade band, and/or school-wide)

Sep 14, 2020 to Jun 17, 2022 - All

Quarterly (Beginning Dec. 2020): Develop projects/tasks designed to offer student choice and voice, integrate SEL Standards and Content Area Standards, and require students to apply learning in a variety of ways, for a variety of audiences, etc.

Dec 01, 2020 to Jun 17, 2022 - Teachers Students

Quarterly (Beginning in Feb. 2021): Provide students with meaningful choice in showcasing and applying learning about SEL and content-area concepts in projects, having rubrics aligned to SEL and content area standards and shared with students prior to beginning and submitting projects for grades.

Jan 04, 2021 to Jun 17, 2022 - Teachers Students

Fund Compliance

ESSA Program

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.

Analyzing data from a variety of sources (i.e., 5 Essentials, TSGold, KIDS, Reading 3D, i-Ready, ANet, and NWEA in addition to more routine checks for understanding from anecdotal conversations and notes, exit tickets, curricular assessments) informs our State of the School addresses given at the beginning of the school year for staff, by October to the LSC, and again in the second semester of the school year, usually after MOY testing, informs our semi-annual comprehensive review and action planning for the future based on that collective data. Importantly, for this CIWP cycle, we intend to invite parents in for data reviews of both their individual student(s) data and that of the school as a whole to provide suggestions and/or analyze the effectiveness of programs and strategies to best meet student achievement outcomes and other school improvement initiatives.

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

Because our lowest performing students at Fuller are students with IEPs and male students, we have specifically targeted both groups through the creation, implementation, and monitoring of a comprehensive (all three tiers) MTSS program for reading, math, and SEL. By specifying the tiers and supports allocated to each tier and holding ourselves accountable to meeting the needs of each tier of students, we will begin to see achievement levels of these most marginalized groups increase. Additionally, the two remaining strategies both in their own way target the quality of tier 1 instruction in all content areas to increase student engagement, teacher responsiveness to routinely collected data, and student achievement outcomes.

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.

First, as a school, we will transition from largely independent learning stations to more collaborative ones, moving toward learning centers that provide hands-on experiences, real world contexts, and discussion based and/or writing focused experiences for the reinforcement of whole group instruction grade-level content in differentiated ways. Additionally, our school is shifting to providing both tier 1 and tier 2 small group instruction, not merely one or the other, as students need both support with proficiency on grade-level content and the just right prerequisite skills that lead to greater overall proficiency. Finally, we are also purchasing a social emotional program, Second Step, to support the SEL needs of students, acknowledging that oftentimes social and emotional needs get in the way of improved academic performance.

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).

Our schedules for the upcoming school year are designed to give each student, regardless of grade level, access to quality tiered instruction based on their needs. In addition, we've also allocated time for the Youth Intervention Specialist and the Counselor to support the tier 2 and tier 3 social emotional needs of students, with the assistance of SECAs, teacher assistants, and teachers. The counselor will continue to provide college and career readiness education to all middle school students on a weekly basis through the use of the Success Bound curriculum, and begin to provide monthly sessions with each remaining grade level to support their SEL needs as developmentally appropriate.

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

We have access to the Chicago Teacher Residency through the AUSL Network, which trains future teachers yearly. We partner with the HR team within both the network and the district to provide candidates for resume review and interview. We have high performing staff members, as evidenced by their REACH evaluation data, student achievement data (namely in regards to our target student populations), and who hold teacher leadership roles within our organization to support recruitment efforts. We post our vacancies on district, network, and school platforms/websites.

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 with concentrate on the back end of the teaching and learning cycle: Analyze, Adapt, Reflect. By focusing on the "now what?" stage after assessment (both summative and formative) the school will be equipped to act on data in ways that support student growth. Teachers new to the school will attend summer induction and monthly professional development offered by the AUSL Network to support teachers in their first year of instructional practice. Additionally, our school has budgeted funds to support both teachers and ESPs in delivering Tier 2 and Tier 3 interventions, analyze the resultant data, and partner with other stakeholders to support a proposed plan of action. Administrators will continue to attend professional development offered by the district and the network to improve practices to support improved student achievement. There are also opportunities outside of our district that support specific school improvement plans connected to leadership development, content standards, and curriculum.

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

Improve information sharing about and interest in the Local School Council, increasing marketing and sending minutes home to families to stay abreast of decisions that impact the entire school community. We plan to continue to use platforms like Remind.com, the email system within Aspen, the school website, the school marquee, and backpack mailings to advertise and inform families. We want to increase student showcases of learning, namely as related to social studies, science, music, and PE/Health education in addition to hosting family literacy and math nights. We want to celebrate families publicly who support our schoolwide efforts to generate more interest and participation from other families. Most importantly, though, we intend to train teachers on communication efforts that most lend themselves to increased parent involvement and engagement in school, helping them develop cycles of communication and monitor effectiveness.

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.

If accepted by the district, Fuller will participate in the Step Up to Kindergarten Program. We will also be assessing all preschool students on letter name recognition, letter sounds, and initial sight words (just like the rest of their primary counterparts) to support the ability to act on data earlier in the school year. Kindergarten students will participate in the MTSS process just like all other students, and all grades will use a common curricular resource improving continuity across grades.

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.

Teachers will vote on the assessment plan for the school year. Beyond the initial assessment plan voting, teachers will work with teacher assistants, interventionists, and administrators to identify students for

each tier of instruction as based on data and device action plans for each tier for the cycle of intervention they are in. Moreover, we have our school's case manager and counselor as supports to the referral process beyond tier 3 to determine whether students need evaluations for special education services and to help inform plans for students who are denied special education services and returned to tier 3.

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.

Using anecdotal data, such as classroom observations and notes from small group instruction, as well as quantitative data like beginning of the year or middle of the year NWEA data and classroom assessment data, teachers will engage in protocols to determine which students are consistently demonstrating difficulty with standards. Once those students are identified, protocols such as consultancies and those designed to strategically look at student work will be employed to determine why students are performing below expected levels of proficiency. Teachers will then move students through the tiers of the MTSS process, following guidelines for movement to successive tiers. Administrators and interventionists will also analyze student on-track data, Aspen grade book data by child and teacher, attendance data and grade point averages to target students for supplemental or intensive observations/supports.

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.

Internally, we will be using Second Step and Success Bound (middle school only), as well as mentoring programs for both male and female students. We will continue to partner with local agencies like Bright Star Community and University of Chicago. We begin a partnership with Boeing with the introduction of a FUSE lab for middle school students. Primary students will continue to receive SEL and literacy support through Sit, Stay, Read.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

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.

Information night that shares our school improvement plan early in the school year; BOY meeting and periodic meetings to get parents involved in volunteering to support in classrooms or the school at large; using Google Forms to survey parents more during the school year; Round table meetings with parents to hear parents' perspectives of student needs to be more successful in the classroom; Special Education Informational Night for students with IEPs and the referral process for special education; Options for virtual and face-to-face so that more families can participate (maybe even recording them)

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

Title 1 Annual Meeting--September 10 or September 17 (combining as part of Open House and pushing it earlier in the month to capitalize on BOY energy)
Title 1 PAC Organizational Meeting

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.

Parent Room Hours: 9-11 AM daily

School Parent Advisory Council Meetings: Monthly--Morning and After School (same day)--Suggestion is first Wed of the Month

NEED: Parent Lead (may or may not be fore PAC chair) and Collaborator with Principal to follow up on these meetings regularly

Gain clarity about the need or suggestion to field notes to the right person. Respond within 48 hours to the parent via phone, email, and/or Remind. Log the parent contact in Student Logger. Determine implementation needed to best meet the needs expressed in the parent conversation. Share/Co-construct implementation and progress monitoring with the parent. Log the academic concern, plan, next steps, etc. in Student Logger. Follow up on a pre-determined date to share progress or express the need for further responses. Log this conversation as well. Repeat as needed.

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.

Informational sessions with teachers and parents about state testing so that all are aware of the assessment, its use in determining status on the Illinois School Report Card, and how it is different from NWEA (or other assessments).

At RCPU, have a designated station prior to parents picking up report cards where administrators, TAs, and/or SECAs could do individual data meetings with parents.

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.

The principal will send the ISBE letter to parents

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.

Open House for initial conversations; MTSS parent letter and an initial parent conversation at the onset of the MTSS cycle; Teachers give monthly progress communication with each child's parent/guardian (every child by the last school day of each month); Teachers log communications in Student Logger: Teachers are encouraged to collaborate with partner teachers to reduce the number of separate phone calls to parents.

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.

Google Classroom, i-Ready, Learning A-Z, and the other tech components tutorials, sessions, video recordings, etc. to support parents/students early in the year.
Academic nights scheduled early in the year with different themes for each quarterly meeting (HW strategies, student showcases of learning, etc.)
Methods of Communication: Remind.com, Family Newsletters, Flyers, Website, Marquee, Word of Mouth at Entry and Dismissal

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.

Open Discussion/Action Planning about communication during RL; PD that shows how it has worked/is working at other schools, and how we can grow to more engagement; Having parents come in as experts (reach out early in the year to share their expertise/host a session/experience for school community); Career Nights/Hobby Nights with families; Every Quarter PD discuss parent engagement (i.e., trends in quantitative data, qualitative experiences, what's going well/needs improvement; staff/student/parent testimonials)

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.

Monthly/Quarterly program, experience, or activity that directly involves/engages parents in education
Creating a school-wide reading culture through celebrations, incentives, competitions (including PK, with parents/siblings reading aloud to non-readers)
Encouraging more parent participation in Read Across Fuller Day (even at the PK level)

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.

Methods of Communication: Remind.com, Family Newsletters, Flyers, Website, Marquee, Word of Mouth at Entry and Dismissal
Calendar Meetings (twice a month)--These meetings will simultaneously create the staff/school calendar and the parent/family calendar for the upcoming month
Designate a calendar maker to create/share with the clerk
Clerk will print final, approved calendar during the last week of the month for the upcoming month

Policy Implementation Activities

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

<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>

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

<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)

None are unchecked

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.)

Our instructional environment MUST include critical thinking/discussions about content and standards; more hands-on activities; culturally relevant texts, tasks, and experiences connected to real-world contexts; effectively using curricular resources and creating access points for all learners; implementing Second Step to support our learning, community, and home environments

How do we build this culture?

Get input from multiple stakeholders end of SY 20-BOY SY 21 to build buy-in early

Expectations of execution and accountability developed in concert with stakeholders, developing of checkpoints, training staff, course correction based on data generated

Collaboration and celebrations to build momentum for buy-in, sharing stories, peer visits routinely

Message the newness as our collective effort to support an effective learning environment that enables all students to learn

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.

Nov. 18, 2020

April 21, 2021

Students First Approach: Independent learners, understanding their own practice, support students in connecting school experiences with their overall success

Teacher/Student data days: How are we talking to students about the roles they are taking in learning BEFORE the parent/student/teacher meetings

Goal: Increase student engagement and agency in learning as we simultaneously do the same with parents

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

Data Conversations about reports (KYN) with Students in all grades; use the parent informational sessions to support; every other week outside of report card and progress report card; sent home with the parent newsletter and all backpack mailings on Wednesdays each week

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

Parents/Families requesting access to staff may set up appointments for before school, after school, or during a staff members' preparation period/break. The applicable staff member will respond to parent requests within 48 hours, unless in cases of emergency, and log the parent contact. Parents and staff may use face-to-face, phone, email, or Google Meet for meetings/conversations.

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.

Communicate the Checklist for Parent Visits/Volunteering: always prearranged

Volunteering: chaperoning trips, read alouds, ready materials for instruction, bulletin boards, participate in/support celebrations, lunch monitoring, etc.

Classroom Visits: For requests by parents, there will be a 24 hour turnaround. For parents told to come up by staff, the staff member will log the scheduled observation and the parent will check in at the security desk (where the log will be available by computer). If the parent just shows up for an observation, then we should schedule the visit for within 24 hours, unless some extenuating circumstance requires a more immediate response.

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

Parents sign and return all progress reports to the teacher. Homework logs/assignments/graded work signed by parent at least weekly. Parent participation in Open House, Academic Nights, Assemblies, Celebrations, LSC/PAC meetings, conferences requested by staff.

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 can request meetings with staff. They can participate in monthly School Parent Advisory Council meeting (scheduled twice the same day to appeal to more families' schedules). They should attend LSC/PAC meetings. They can also directly contact any staff member via email.

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).

Staff will develop advisory periods (about 5-10 minutes daily) to support students' independent functioning, organization, work completion, and monitor progress on attendance, behavior, etc. Staff support students in understanding the upcoming week's learning, assignments, etc. Staff and students co-construct class goals for the week based on the previous week's data. Students will monitor their progress, creating narratives to parents about their performance and the reason for their performance. Teachers sign, and it goes home in the weekly school communication folder. Staff creates a welcoming environment for all students: grounds/school are clean and sanitary; all students are greeted warmly when they enter the building; check-in conversations are collaborative and come after a genuine, welcoming greeting; lessons must engage students and be fun/enjoyable from the opening to grab students attention and prepare them for the learning of the day; strong start honors student diversity; teach students to how to do their part. Students honestly giving input in a variety of ways (round tables, town halls, surveys, 1:1's with staff, etc.); Teach children to check in on the progress of action items generated as a result of their input. Students and staff do a daily wrap up (via advisory, etc.) built through questioning and reflection and discussion (5-10 min) based on the weekly goals

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 parents will complete/update this section at our next meeting.

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.	\$2557.00

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