

Julia Ward Howe Elementary School of Excellence 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
02/10/2020	McKune, King, Hudson, Crockett, Wallace, Brown, Smith	SEF SURVEY
02/24/2020	McKune, Smith, Wallace, Hudosp, King, Guzman, Brown	

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)
 - 3 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:** There are three teams that meet regularly throughout the year. These teams have ample opportunities to collaborate and strategize around school/student issues: ILT, SEL Team, In addition, the school provides regular coaching for teachers to help improve practice; weekly coaching/planning meetings
- 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
 - 3 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
 - 2 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:** Meet regularly, all team members have equity of voice & are engaged. Structured time for teachers to collaborate; teachers accept collegial support. Provide both whole staff and differentiated PL to individual teacher levels.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- 2 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
- 2 Curriculum is aligned to expectations of the standards
- 3 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:** Aligned to curricular plans and expectations of the standards. Strong in Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs. Need additional alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation “ for engaging and learning.
- 3 - Instruction
 - 2 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
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 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:** Teachers are asked to conduct weekly meetings with students to discuss progress and growth using KYN reports and data walls; school requires teachers PM regularly; teachers are required to ask questions which get at the core of student thinking a evidenced in their annotation guides. Effectively communicate with students (many bullet points included); Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions. Adjusting instruction - small groups, planning. Monitor effectiveness of teaching on student learning & progress monitoring.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 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
 - 3 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
 - 2 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

- 2 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
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** We have a grading policy. It was developed by the ILT w/o much collaboration from the teachers/staff. Equity in grading practices and consistent grading practices require development.
- 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)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 3 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)
 - 3 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)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 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)

- 3 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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:** Currently, there is very little evidence to support MTSS efforts in our school. We have established a team and identified resources, but there is very little progress monitoring of these resources and plans.
- 3 - Transitions, College & Career Access, & Persistence
 - 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** We have fully implemented Success Bound and Naviance into our curriculum. .

Quality and Character of School Life

- 3 - Relational Trust

- 3 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:** We have a fully established SEL team and that helps support students and staff in building relational trust. This team meets weekly and reviews data to constantly improve our daily SEL practices.
- 2 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Currently our students serve as school and class ambassadors. These students meet monthly to discuss student issues. It is inconsistent however.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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:** We have several teams dedicated to review and improve safety systems for our school.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** We practice equity throughout our building. Students have multiple correct behaviors. In addition, we have established a culture and climate team. They are responsible for ensuring restorative practices are used with every student.
- 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).
- 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 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)
- 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)
- 2 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:** This is an area that needs quite a bit of work for our school. There is regular communication regarding student/school activities through Class DOJO, monthly newsletters, and other forms of communication. We need greater work toward parent and community involvement.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
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

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Relational Trust	3
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2

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.

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
SQRP: National School Attainment Percentile - Math (Grade 2) Math attainment in the primary grades has declined steadily since SY16. This can be attributed to different variables, namely the lack of professional development in this area.	Overall		12.00	14.00
SQRP: National School Attainment Percentile - Reading (Grade 2) Reading attainment in the primary grades has declined steadily since SY16. This can be attributed to different variables, namely curriculum and assessment changes.	Overall		12.00	14.00
	Overall		42.00	47.00

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>Students have struggled over the last 3 years with meeting growth targets set by the school. This has lead to a significant gap both locally and nationally.</p>	Students with IEPs		32.00	37.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>Students have struggled over the last 3 years with meeting growth targets set by the school. This has lead to a significant gap both locally and nationally.</p>	Overall		49.00	54.00
	Students with IEPs		10.00	15.00
<p>Vision: Attendance Rate</p> <p>While we've met our overall attendance goals annually, students in these subgroups have have traditionally had lower attendance rates than their gen-ed African-American peers.</p>	Students with IEPs		96.00	97.00
	Latinx		94.00	95.00

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 Over the past two years Howe has rated less than organized on the 5 E's survey. This can be attributed to less than favorable responses in Ambitious Instruction and Teacher Collaboration.</p>				6.00	6.00

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...	Develop an personal and professional plan for teachers and admin aimed at enhancing relational trust, creating structures that enhance social interactions, team building, transparency and respect and rapport
Then we see...	opportunities to work productively with colleagues in school, de-privatization of practice, and relationships that are highly respectful reflecting in genuine warmth and caring
which leads to...	Increase in 5E data around teacher to teacher trust and school commitment
Budget Description	We will invest in school-wide schedule to effectively monitor relationships between staff. We will also dedicate time within the school schedule that allows for collaboration between general education teachers, special education teachers, ESP staff and admin. Regular school-wide learning walks lead by teachers that will allow for teachers to de-privatize practice and engage in dialogue regarding teacher practice to provide support.
Tags	Relational Trust
Action steps	<ul style="list-style-type: none"> • (Not started) Engage staff in team building activities to develop working relationships Tags:Relational Trust, SSCE: Engaging in Difficult or Controversial Discussions, Teacher Leader Development & Innovation: New Teachers • (Not started) Gather informal information identifying teacher leaders to potentially serve as mentor teachers to others Tags:Relational Trust, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Engage teachers in regular peer observations with allotted time to give and receive feedback Tags:Relational Trust, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Monitor teacher mentors' with fidelity of implementation of mentorship program Tags:Relational Trust, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Develop social committees for teachers Tags:Relational Trust

	<ul style="list-style-type: none"> (Not started) Provide professional development centered around relationships with partners for example Mosaic Experience to create teacher buy-in and to establish positive mindsets <p>Tags: Relational Trust, Teacher Leader Development & Innovation: Distributed Leadership</p>
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Strategy 2

If we do...	Utilize a progress monitoring system to screen and measure the depth and breath of student learning and quality teaching to effectively determine instructional effectiveness and subsequent learning
Then we see...	We will obtain necessary data to inform planning for instruction (tier1) and/or academic support (tier 2/3)
which leads to...	data that can be utilized to inform teachers and students instructional decisions thereby students will meet their academic goals by at least 70%
Budget Description	We will utilize ILT meetings, leveraging teacher leaders, vendors to support and extended day buckets to plan meetings before and after school. We will also utilize subs to develop regular schedule to support learning walks.
Tags	Assessment: Balanced Assessment and Grading, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Develop interim assessment calendar. Create school-wide, year long assessment schedules for reading and mathematics utilizing the identified common assessment platforms. <p>Tags: Assessment: Balanced Assessment and Grading, MTSS: Progress Monitoring, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) Develop progress monitoring (PM) calendar, create a school-wide, year long PM calendar for reading and math utilizing the identified common assessment platforms <p>Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Progress Monitoring, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) During clusters and/or ILT meeting teachers will use common protocol to analyze data and to determine next steps <p>Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Math: Equitable Access</p>

	<ul style="list-style-type: none"> • (Not started) Students will analyze data and set goals. Students will document their progress against a set of defined criteria Tags: Student Voice, Engagement, and Civic Life, SSCE: Student Voice • (Not started) During cluster meetings and/or ILT meetings will utilize a standard protocol to analyze student work samples and complexity of tasks Tags: Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks • (Not started) Teachers will utilize weekly BAG reports to communicate learning, progress and achievement to students and families. Tags: Family & Community Engagement, Personalized Learning: Learner Agency • (Not started) Analyze student data to begin student grouping Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Equitable Access • (Not started) Small Group Planning and coaching Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers • (Not started) SGI implementation and observations Tags: Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Progress Monitoring, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) on-going data analysis of SGI Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Teacher Leader Development & Innovation: Distributed Leadership, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access
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Strategy 3

If we do...	If we develop a school-wide discipline plan, monitor effectively, utilize data from our plan and provide SEL supports via an adopted curriculum and via clinicians
Then we see...	equitable approaches to discipline and a proactive approach that supports students, teachers, staff and community
which leads to...	reduction of OSS, usage of SCC with fidelity, restorative approaches, SEL focus throughout the school, which will increase student academic and social outcomes.
Budget Description	We will look to allocating funds to create miscellaneous positions to support hallway transitions and recess coverage as well as to support staff that requires classroom management support. We will allocate funds for the summer to train culture and climate staff around school goals, student and adult expectations, responsiveness, documentation and ensuring students are given opportunities to maximize their instructional time. We will also leverage our SEL team to develop strategies to implement SEL curriculum. Extended day buckets, Summer planning, Miscellaneous employees.
Tags	Relational Trust, Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, Safety & Security
Action steps	<ul style="list-style-type: none"> (Not started) identify SEL curriculum Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment (Not started) Based on funds allocated create miscellaneous positions to support culture and climate Tags: CBE: SEL Integration, OSEL: Supportive and Equitable Discipline Practices (Not started) Train newly formed culture & climate team Tags: OSEL: Supportive and Equitable Discipline Practices

Action Plan

Strategy 1

Engage staff in team building activities to develop working relationships

Aug 24, 2020 to Sep 07, 2020 - Admin team

Gather informal information identifying teacher leaders to potentially serve as mentor teachers to others

Aug 24, 2020 to Sep 14, 2020 - ILT Admin team

Engage teachers in regular peer observations with allotted time to give and receive feedback

Oct 05, 2020 to Jun 28, 2021 - Admin Team ILT

Monitor teacher mentors' with fidelity of implementation of mentorship program

Sep 14, 2020 to Jun 28, 2021 - Admin team

Develop social committees for teachers

Aug 24, 2020 to Sep 14, 2020 - Teacher

Provide professional development centered around relationships with partners for example Mosaic Experience to create teacher buy-in and to establish positive mindsets

Aug 17, 2020 to Oct 19, 2020 - Teachers Admin team ILT

Strategy 2

Develop interim assessment calendar. Create school-wide, year long assessment schedules for reading and mathematics utilizing the identified common assessment platforms.

Oct 12, 2020 to Nov 30, 2020 - ILT Admin Team

Develop progress monitoring (PM) calendar, create a school-wide, year long PM calendar for reading and math utilizing the identified common assessment platforms

Jun 22, 2020 to Aug 10, 2020 - ILT Admin Team Assessment team

During clusters and/or ILT meeting teachers will use common protocol to analyze data and to determine next steps

Sep 08, 2020 to Jun 28, 2021 - Teachers ILT

Students will analyze data and set goals. Students will document their progress against a set of defined criteria

Sep 07, 2020 to Jun 21, 2021 - Teachers Students

During cluster meetings and/or ILT meetings will utilize a standard protocol to analyze student work samples and complexity of tasks

Dec 01, 2020 to Jun 21, 2021 - Teachers Admin ILT

Teachers will utilize weekly BAG reports to communicate learning, progress and achievement to students and families.

Oct 05, 2020 to Jun 21, 2021 - Teachers

Analyze student data to begin student grouping

Jul 13, 2020 to Oct 26, 2020 - ILT Admin Teacher

Small Group Planning and coaching

Aug 17, 2020 to Nov 09, 2020 - Admin Teachers ILT

SGI implementation and observations

Oct 19, 2020 to Feb 02, 2021 - Admin ILT Teachers

on-going data analysis of SGI

Nov 02, 2020 to Jun 21, 2021 - Admin ILT Teachers

Strategy 3

identify SEL curriculum

Jun 22, 2020 to Aug 03, 2020 - SEL team Admin

Based on funds allocated create miscellaneous positions to support culture and climate

May 18, 2020 to Jun 22, 2020 - Admin

Train newly formed culture & climate team

Jul 13, 2020 to Aug 03, 2020 - Admin Counselor

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.

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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.

Through our needs assessment, we have identified that students face significant deficits in reading and mathematics across all grade levels.

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

We have developed school-wide supports in the form of investing in technology that will support our students, ed tech platforms that assist in monitoring progress of students and not limited to a school wide shift and focus on small group instruction.

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 a vetted curriculum in Engage NY, along with that we utilize IXL, which is grounded in student and scientific data that provides instructional support at the student level.

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).

Success bound, Beyond the Bell, MTSS, Counseling services, social worker services, mentor groups.

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

We have partnered with local colleges and universities that have allowed us to bring in potential teachers that require student teaching, observation hours etc. and we leverage those relationships to identify highly qualified candidates.

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.

Our teachers and staff regularly attend after school professional development, parents are provided with on-going learning around education, health, financial etc.

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

Health and wellness night, Literacy night, daddy daughter dance, resume building workshops.

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 work hand in hand with our prek students, families and teachers to ensure that the path developed in prek prepares our students for kindergarten. There are placed in close proximity, they share same preps.

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 utilize surveys and meetings to identify appropriate assessments as well as regularly monitor student progress on assessments and followed up by instruction to identify areas of success and/or if these are any loopholes within our assessment.

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.

Small group instruction, Intervention preparation periods, after school tutoring, before school tutoring and ed tech programs that support students in specific areas based on their needs.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

We have partnerships with Beyond the Bell and By the Hand club that reinforce the needs of NCLB. We also have regular partnerships with housing agencies, local neighborhood high schools that offer training etc.

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.

We will discuss the plans with LSC and PAC 2 times per year

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

September 28 for both title 1 annual meeting and the 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.

We will share ideas from parents with the ILT team and the Bi-Weekly meetings

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.

The letter and results will be sent home with students

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.

A notice will be sent home to students who have been impacted

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.

This information will be provided when we host learning workshops around understanding the curriculum and standards

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.

This information will be shared at open house and at report card conferences in both the fall and spring

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.

During our PD week in August, we will discuss the connection to parents and ways we can strengthen these relationships

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.

Together with our prek teachers, we will ensure that all parents will be notified and participate in parent programs

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.

This information will be shared with students and sen home.

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)

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.)

Our mission is to maintain a safe and orderly environment which protects teaching and learning at all times. We are committed to building meaningful relationships with every student which support social emotional and academic success. We have a daily commitment to professionalism, and rigorous engaging instruction. At Howe of Excellence, excellence is expected everyday.

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.

During parent teacher conferences, families will meet with teachers and receive grows and glows for their children. They will also receive activities to support them at home.

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

The school provides progress reports every 5 weeks following CPS calendar. We also send home weekly BAG reports that identify student behavior, attendance and grades.

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

Staff are available before and after school, as scheduled.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents can volunteer for field trips, reading to students, assisting during lunch and recess, entry and dismissal.

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

Parents will assist learning through monitoring their learning through signing of logs, supporting students with online access to programs and supporting homework from home.

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 support the school in making financial decisions for resources for classrooms

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will be celebrated for attendance, citizenship, grades, and on-track data.

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.

Parents are interested in bringing in speakers connected to specific interests and needs

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.	\$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.	\$200.00
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)	\$1500.00
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.	\$300.00
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.	\$275.00
53510	Postage Must be used for parent and family engagement programs only.	\$25.00
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

