

Tarkington School of Excellence ES

2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/18/2020	Christine Berman, Adriana Lopez, Jaden Miller, John Foley, Natalie Medina, Maria Miranda, Angela Havelka, Kate Myroup, Sarah Leddon, Patricia Grivas, Marlan Branch, Maribel Martinez	Team Building, Rating SEF Categories, Identify Areas of Critical Need
03/02/2020	Miranda Chavez, Patricia Grivas, Jaden Miller, Natalie Medina, Sarah Leddon, Lonnie Chambers, Christine Berman,	Identify Areas of Critical Need, Set up 10 Goals
04/02/2020		Conduct Root Cause Analysis and Theories of Action
04/23/2020		Create presentation to all staff members
05/04/2020		Develop Action Steps for each Theory of Action

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

- 2 - 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
 - 2 Collaborate, value transparency, and inform and engage stakeholders

- **Evidence:** Most teachers use coaching and mentoring to change practice, not all stakeholders are included in school wide decision making process. Team determined driving values for the school year and rewrote the vision for the school. Values survey shows evidence that not all stakeholders feel valued. Tarkington has instructional priorities that have been the same for two years, teachers and staff were given a year to learn priority before applying it into the classroom.
- 2 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 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
 - 3 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
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** There are consistent cluster and grade level meetings, SECA meetings, coaching and peer observations present in most grade levels. SECA mentoring, planning and collaboration opportunities. There are universal school wide best practices. Tarkington has a hiring team that has input on hiring of staff members. There are leadership opportunities (ILT/Light House, CIWP Team). There is student work present in most classrooms, and visual reminders of the vision and mission of the school.

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
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 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:** The curriculum does not have full access for bilingual and DL students. There are gaps in the curriculum for cultural relevance (the life connection is often missing).
- 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
- 2 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:** School wide Engage curriculum (learning tasks are high quality and standards-aligned). Discussion is present in Math and Science classrooms for most grades. There is a lack of student ownership of learning (there is a lack of choice in the pacing and curriculum). Not all teachers (new teachers) are supported in implementing high quality lessons from the curriculum. There is an absence of goal setting for students in all grade levels.
- 2 - 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
 - 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
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 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
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 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:** Tarkington has weekly on-track checks and weekly grade updates. Most teachers use daily exit tickets in each lesson. There are language screens for students that may not speak English proficiently.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 1 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)

- 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)
- 1 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)
- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 3 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:** There is no MTSS Team. There are no clear outlines of tier interventions for teachers and staff. Progress monitoring tools are inconsistent in upper grades. There is no intervention team to complete interventions.
- 3 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 3 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:** Kickoff to Kindergarten in held in the summer. Success Bound is used on some classrooms. HS readiness curriculum is used school wide.

Quality and Character of School Life

- 2 - 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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** -Minimal opportunities for students to build positive relationships and peacefully resolve conflicts -Limited training opportunities for teachers and staff to support students on a SEL level. -Tarkington has implemented Student of the Month based off of Leader in Me qualities, students receive attendance awards, students receive quarterly awards based on academic achievement.
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues

- 2 Explore their identities and beliefs (REQUIRED: OSEL)
- 2 Exercise student voice (REQUIRED: OSEL)
- 2 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:** Evidence from quarterly student survey suggests that some students are able to voice their input (surveys, student council, etc.). Lack of data and evidence suggests that there are limited opportunities for all students to engage in civic and cultural learning.
- 2 - Physical and Emotional Safety
 - 2 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)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** School wide expectations for student behavior, not all are consistently followed by all teachers. Not all staff members reinforce behavioral expectations. There is no team that makes SEL decisions around the school climate. Not all classrooms have student ownership of classroom management.
- 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)
 - 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Behavioral expectations are visible and posted in the building and classrooms, but not positively reinforced. Student Logger is used to report behavioral misconduct.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 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)

- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 3 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:** Family/Community liaison has two or more parent meetings/events per month. Tarkington holds Report Card Pick Up. During this time, parents are supported in signing up for Parent Portal. School wide parent communication is consistently about attendance, discipline, or academics, not focused on SEL or health and wellness. There is a lack of community outreach and involvement within the school. Tarkington has a number of partnerships that help out inside of the school (Urban Initiatives, Example Setters, Becoming a Man).

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	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Family & Community Engagement	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	MTSS - there is currently no MTSS team active
Root Cause 1	Currently, there is time allotted in our daily instructional block for intervention and interventions are in place for some students in Grades PreK-8, but not all. Teachers have had minimal training on the purpose of interventions, how they support all students in achievement, and how to determine interventions for students who are not performing on grade level. There is also a need for protocols and systems for teachers to follow to support consistent and effective intervention practices.
Area of Critical Need 2	Supportive and Equitable Approaches to Discipline- African American males are being suspended at a higher rate than any other subgroup
Root Cause 2	Although in SY20 Tarkington sustained low suspension rates, data shows a need for equitable discipline and restorative justice practices for all students, but especially for African American male students. There is inconsistent use of SEL practices in PreK-8 classrooms, and teachers, Deans, and staff have minimal universal understanding of how to implement these practices with fidelity and consistency.
Area of Critical Need 3	Balanced Assessment and Grading - On Track data trends
Root Cause 3	Currently, teachers and grade level teams create their own grading practices and policies based on the needs of their students. As a result, grading policies differ school wide, and not all policies promote access for DL students. Currently teachers are given one opportunity to analyze formative assessment data and adjust instructional practice as a team throughout the course of the year.

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 (Grades 3-8)	Students with IEPs		16.00	20.00
DL students are a priority based on SY18-19 Attainment Data	EL		80.00	85.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8)	Students with IEPs		10.00	15.00
DL students are a priority based on SY18-19 Attainment Data	EL		48.00	52.00
Vision: NWEA Attainment G2-8 (Reading)	Students with IEPs		25.00	30.00
Diverse Learner students and African American students currently have the lowest percentage of attainment. DL students are a priority based on SY18-19 data.	African American		50.00	55.00
Vision: NWEA Attainment G2-8 (Math)	Students with IEPs		30.00	35.00
Diverse Learner students and African American students currently have the lowest percentage of attainment. DL students are a priority based on SY18-19 data.	African American		51.00	56.00
(Blank)				

Required metrics (Elementary) (0% complete)

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

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	provide learning opportunities for staff to integrate SEL competencies and restorative justice approaches to address behavior misconduct
Then we see...	a decrease in behavior misconduct and suspension rates in African American males
which leads to...	an increase in African American students On Track
Budget Description	Professional learning opportunities for staff, extended day for staff planning and development.
Tags	Physical and Emotional Safety, Equity: Fair Policies and Systems, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (On-Track) All staff professional development on consistent use of Tier 1 and 2 SEL implementation --Understand the purpose and impact of SEL and its connection to behavior and discipline --Analyze the alignment between SEL standards and the LiM curriculum --Collaborate with grade level teams to embed Tier 1 and 2 SEL practices into classroom routines and procedures Tags:OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions (On-Track) Student Support Team incorporates trauma-informed approaches and learning to existing systems and structures --SST and LiM action team designs and facilitates frequent student learning opportunities focused on social skills (conflict resolution, problem solving, managing stress, bullying prevention, etc.) --SST creates a protocol (BOY observations, parent surveys, Tier 2 SEL intervention data) to determine student trauma exposure and early intervention Tags:Physical and Emotional Safety (Postponed) Revise discipline systems and structures to support least/moderate Restorative Justice responses --Deans and security collaborate to create disciplinary procedures and responses that align to least and moderate intensive restorative justice practices --Admin and Deans frequently analyze disciplinary

	<p>data to make adjustments in approaches to behavioral misconduct --Create a system of collaboration between Deans/Security and teachers to support de escalation techniques and logical classroom consequences</p> <p>Tags:Equity: Fair Policie sand Systems, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p>
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Strategy 2

If we do...	create systems, structures, and learning opportunities for staff members to create effective interventions for DL students
Then we see...	increased student and teacher efficacy in attaining learning goals, as well as an increase in academic support for DL students
which leads to...	increase in student achievement for DL students on TRC/TRC Spanish, DIBELS/IDEL, NWEA, and IAR
Budget Description	Professional learning opportunities for staff, extended day for staff planning and development.
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Postponed) Create systems and structures to support MTSS practices --Recruit an MTSS team with experience in providing effective interventions for all students PreK-8 --Create systems of support for teachers to effectively implement MTSS practices --Admin, ILT, and MTSS team designs school wide MTSS cycle implementation --MTSS collaborates with ILT and DL teachers to identify Tier 2 and 3 interventions for DL students in Grades PreK-2, 2-5, and 6-8 <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Postponed) Provide all staff professional development on MTSS practices -- Establish the schoolwide purpose and impact of MTSS models on DL student achievement --Understand the process and best practices of MTSS --GenEd and DL teachers analyze gaps in learning for incoming DL students in ELA and Math and determine Tier 1 scaffolds and Tier 2/3 interventions <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</p> <ul style="list-style-type: none"> (On-Track) Create frequent data analysis and planning opportunities for staff members --Administration and ILT design Professional Learning Plans with frequent MTSS progress monitoring and planning opportunities <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p>

Strategy 3

If we do...	create universal grading systems and policies and provide consistent data analysis and action planning for staff members
Then we see...	an increase of student efficacy and proficiency on formative assessments and assignments
which leads to...	an increase in the number of students On Track in Grades 3-8
Budget Description	Professional learning opportunities for staff, extended day for staff planning and development.
Tags	Balanced Assessment and Grading, Family & Community Engagement, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policies and Systems
Action steps	<ul style="list-style-type: none"> <p>• (On-Track) Admin, ILT, and grade level teams create universal systems and structures to promote equitable grading practices --Create grade level data analysis and corrective instruction cycles to monitor student performance</p> <p>Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policies and Systems</p> <p>• (Behind) All staff professional development on equitable grading practices and effective formative assessments --Identify current grading practices and the impact on student efficacy and achievement --Adjust current grading practices to create equity and access to DL students --Create/modify formative assessments that are accessible to DL students</p> <p>Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policies and Systems</p> <p>• (On-Track) Provide opportunities for frequent student data analysis and corrective instruction planning --Frequently analyze class, item, and student-level data to inform corrective instruction planning as grade level teams --Utilize lesson study structure to implement corrective instruction plans and gather feedback</p> <p>Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policies and Systems</p> <p>• (On-Track) Incorporate structures to promote student and parent efficacy -- Incorporate frequent student goal setting, grade monitoring, and feedback procedures into instructional focus --Design and embed opportunities for frequent student-led On Track parent-teacher conferences</p> <p>Tags:Balanced Assessment and Grading, Family & Community Engagement, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and</p>

	Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policies and Systems
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Strategy 4

If we do...	provide high-quality professional development and Tier 3 reading interventions for DL students in Grades PreK-8
Then we see...	an increase of student efficacy and proficiency on reading formative assessments and assignments
which leads to...	an increase of DL students performing at proficient levels on NWEA Reading, TRC/TRC Spanish, and IDEL/DIBELS
Budget Description	Wilson Reading Professional Development, Professional learning opportunities for staff, extended day for staff planning and development.
Tags	ODLSS: Instructional Quality, ODLSS: Procedures and Standards
Action steps	<ul style="list-style-type: none"> • (Completed) Provide professional development and implementation of Wilson Reading for DL teachers and other stakeholders Tags:ODLSS: Instructional Quality • (On-Track) Provide professional development for DL teachers to enhance content knowledge and pedagogy --Coaches, Case Managers, and DL lead teachers create professional development cycles for DL teachers --Coaches and Case Managers facilitate PD focused on content and pedagogy (as needed) Tags:ODLSS: Instructional Quality • (On-Track) Create systems and structures for frequent GenEd and DL co-planning opportunities --Embed frequent planning time between GenEd and DL teachers into cluster meetings --Embed additional planning time into school day for DL teachers Tags:ODLSS: Instructional Quality, ODLSS: Procedures and Standards • (On-Track) Review/restructure process for assigning and aligning DL teachers to student needs to ensure coherence of student support --Align GenEd and DL teachers based on student needs and prior relationships with GenEd teachers and students --Align DL teacher caseload to content knowledge and pedagogy expertise needed to support students Tags:ODLSS: Procedures and Standards

Action Plan

Strategy 1

On-Track Dec 07, 2020

All staff professional development on consistent use of Tier 1 and 2 SEL implementation -- Understand the purpose and impact of SEL and its connection to behavior and discipline -- Analyze the alignment between SEL standards and the LiM curriculum --Collaborate with grade level teams to embed Tier 1 and 2 SEL practices into classroom routines and procedures

Aug 26, 2020 to Aug 31, 2020 - Administration, ILT

On-Track Dec 07, 2020

Student Support Team incorporates trauma-informed approaches and learning to existing systems and structures --SST and LiM action team designs and facilitates frequent student learning opportunities focused on social skills (conflict resolution, problem solving, managing stress, bullying prevention, etc.) --SST creates a protocol (BOY observations, parent surveys, Tier 2 SEL intervention data) to determine student trauma exposure and early intervention

Aug 26, 2020 to Jun 24, 2021 - Administration, SST, LiM Action Team

Postponed Dec 07, 2020

Revise discipline systems and structures to support least/moderate Restorative Justice responses - -Deans and security collaborate to create disciplinary procedures and responses that align to least and moderate intensive restorative justice practices --Admin and Deans frequently analyze disciplinary data to make adjustments in approaches to behavioral misconduct --Create a system of collaboration between Deans/Security and teachers to support de escalation techniques and logical classroom consequences

Aug 26, 2020 to Jun 24, 2021 - Administration, Security

Strategy 2

Postponed Dec 07, 2020

Create systems and structures to support MTSS practices --Recruit an MTSS team with experience in providing effective interventions for all students PreK-8 --Create systems of support for teachers to effectively implement MTSS practices --Admin, ILT, and MTSS team designs school wide MTSS cycle implementation --MTSS collaborates with ILT and DL teachers to identify Tier 2 and 3 interventions for DL students in Grades PreK-2, 2-5, and 6-8

Aug 26, 2020 to Jun 24, 2021 - Administration, ILT, MTSS team

Postponed Dec 07, 2020

Provide all staff professional development on MTSS practices --Establish the schoolwide purpose and impact of MTSS models on DL student achievement --Understand the process and best practices of MTSS --GenEd and DL teachers analyze gaps in learning for incoming DL students in ELA and Math and determine Tier 1 scaffolds and Tier 2/3 interventions

Aug 26, 2020 to Jun 24, 2021 - Administration, ILT, MTSS team

On-Track Dec 07, 2020

Create frequent data analysis and planning opportunities for staff members --Administration and ILT design Professional Learning Plans with frequent MTSS progress monitoring and planning opportunities

Aug 26, 2020 to Sep 01, 2020 - Administration, ILT

Strategy 3

On-Track Dec 07, 2020

Admin, ILT, and grade level teams create universal systems and structures to promote equitable grading practices --Create grade level data analysis and corrective instruction cycles to monitor student performance

Aug 26, 2020 to Sep 02, 2020 - Administration, ILT

Behind Dec 07, 2020

All staff professional development on equitable grading practices and effective formative assessments --Identify current grading practices and the impact on student efficacy and achievement --Adjust current grading practices to create equity and access to DL students -- Create/modify formative assessments that are accessible to DL students

Aug 26, 2020 to Sep 02, 2020 - Administration, all staff

On-Track Dec 07, 2020

Provide opportunities for frequent student data analysis and corrective instruction planning -- Frequently analyze class, item, and student-level data to inform corrective instruction planning as grade level teams --Utilize lesson study structure to implement corrective instruction plans and gather feedback

Aug 26, 2020 to Jun 24, 2021 - Administration, ILT

On-Track Dec 07, 2020

Incorporate structures to promote student and parent efficacy --Incorporate frequent student goal setting, grade monitoring, and feedback procedures into instructional focus --Design and embed opportunities for frequent student-led On Track parent-teacher conferences

Aug 26, 2020 to Jun 24, 2021 - Administration, all staff

Strategy 4

Completed Dec 07, 2020

Provide professional development and implementation of Wilson Reading for DL teachers and other stakeholders

Aug 26, 2020 to Jun 24, 2021 - Admin Team

On-Track Dec 07, 2020

Provide professional development for DL teachers to enhance content knowledge and pedagogy --Coaches, Case Managers, and DL lead teachers create professional development cycles for DL teachers --Coaches and Case Managers facilitate PD focused on content and pedagogy (as needed)

Aug 26, 2020 to Jun 24, 2021 - Coaches, Case Managers, Admin Team, DL teacher team, ILT

On-Track Dec 07, 2020

Create systems and structures for frequent GenEd and DL co-planning opportunities --Embed frequent planning time between GenEd and DL teachers into cluster meetings --Embed additional planning time into school day for DL teachers

Aug 26, 2020 to Jun 24, 2021 - Admin Team, ILT, DL Team, Case Manager

On-Track Dec 07, 2020

Review/restructure process for assigning and aligning DL teachers to student needs to ensure coherence of student support --Align GenEd and DL teachers based on student needs and prior relationships with GenEd teachers and students --Align DL teacher caseload to content knowledge and pedagogy expertise needed to support students

Aug 26, 2020 to Jun 24, 2021 - Admin Team, Case manager, DL Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

The CIWP team conducts a school wide assessment every two years to determine areas of need within the school and action steps for improvement. Admin and staff analyze student data quarterly to determine additional areas of need for staff and students. Admin meets individually with teachers to analyze NWEA data to determine areas of professional need and additional student support.

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

Tarkington facilitates a school wide lesson study focused on researched-based and high leverage instructional strategies to support student achievement. Teachers engaged in student data analysis, peer observation, and collaborative planning. Tarkington coaches teachers individually to continue to improve instructional strategies for an increase in student achievement.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Tarkington offers a Culturally Responsive Pedagogy PLC to support underserved students. Tarkington also facilitates a school wide lesson study focused on researched-based and high leverage instructional strategies to support student achievement. Teachers engaged in student data analysis, peer observation, and collaborative planning.

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).

Tarkington provides before and after school opportunities for students that need extra support. Tarkington's case manager supports DL teachers in providing scaffolds, differentiation, and additional support for students who need it. Tarkington support staff facilitate intervention for students who need additional support. Tarkington's Student Support Team provides tiered behavioral interventions, and our counselor provides more intensive behavioral support, as well as SEL opportunities for all students. Tarkington's counselor also provides ongoing support to middle school students through Success Bound, a high school and college readiness program.

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

Tarkington hosts resident teachers through the Chicago Teacher Residency program. Tarkington staff collaborate to train resident teachers and find placement within the school and network.

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.

There are after school PD offered based on teacher interests and need. For example PD on equity, SEL, MTSS, new teacher support, Tiger buddies. There are also PD opportunities available regularly during teacher lunch periods where teachers can sign up and attend. There are various opt-in after school PDs that Admin and staff provides. Teachers also leverage PDs through AUSL for science and PLCs.

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

All staff and families collaborate through ClassDojo along with additional communication methods. Staff hosts academic support and engagement opportunities for families, holiday events, and family nights. Tarkington's BAC meets regularly to increase parental engagement and support the needs of Bilingual parents.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Tarkington hosts a Kick Off to Kindergarten summer learning program for all incoming Kindergarten students to proactively support PreK students in transitioning to Kindergarten. Kindergarten teachers teach their students SEL and academic skills needed to for a strong start in Kindergarten.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers meet quarterly in grade clusters to discuss student needs and determine formative and summative assessments that would determine proficiency on standards and skills.

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.

Tarkington provides before and after school opportunities for students that need extra support. Tarkington's case manager supports DL teachers in providing scaffolds, differentiation, and additional support for students who need it. Tarkington support staff facilitate intervention for students who need additional support.

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.

Tarkington will continue it's partnership with B.A.M to mentor middle school males and increase the rate of males graduating from high school,

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.

During the A-LSC meeting on 5/14, we will review the CIWP plan, along with the family engagement plan and policy.

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

We will have this meeting on September 20, 2020. During this meeting we will discuss Title I regulations and requirements. We will also hold BAC and PAC meetings twice per quarter, and will hold Coffee with Principals once per month to answer any questions and support families in any ways needed.

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.

During PAC, BAC, and Parent/Admin meetings, we will gather feedback on what's working well and additional areas of need for families. We will adjust the family and budget plan to incorporate feedback and additional support 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.

We will send home assessment results at the beginning, middle, and end of the year. We will hold On Track meetings with teachers twice per quarter to inform parents on how students are progressing. Teachers will also share student progress during Report Card Pick Up.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents will receive a letter through postal mail, and will also receive a letter sent home with their student. School leaders will also call parent to inform them before a written notice is sent home.

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.

Staff members will explain state assessments, standards, and their students' progress during On Track meetings and report card pick up.

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.

Technology coordinator will support parents in gaining access to Parent University during report card pick up and throughout the year. Tarkington teachers send home learning extensions that parents can work on students with at home, and have an IXL session during PAC and BAC meetings to inform parents on how to support students with online learning at home.

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.

Teachers will attend a professional development around how to leverage Class Dojo to communicate and partner with parents to support student learning.

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.

Tarkington will host Kickoff to Kindergarten to provide early learning experiences for incoming Kindergarten students.

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.

Tarkington staff will provide all communication in both English and Spanish to support all families.

Policy Implementation Activities

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

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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.)

School will utilize Engage NY for literacy and math, and will support teacher performance through ongoing coaching and professional development.

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.

Teachers will hold On Track conferences for families twice per quarter. Parent-teacher conferences will be held 10/9/2020, 11/19/2020, 12/18/2020, and 4/22/2020.

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

Teachers will communicate with parents regularly, updating them on student progress. Teachers will hold On Track conferences for families twice per quarter. Parent-teacher conferences will be held 10/9/2020, 11/19/2020, 12/18/2020, and 4/22/2020.

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

Staff and parents will maintain communication through ClassDojo, phone calls, and in-person conferences as needed.

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 will observe classrooms once per quarter with Administration, and volunteer at family and student events.

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

Parents will help students with homework, and will support students in online extended learning at home through IXL.

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

Administration has an open-door policy for parents and families to share concerns at any time. Parents will also have opportunities to participate in decision making at PAC and BAC meetings.

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 set learning goals, and teachers will share goals with parents and discuss how teacher and parent can work together to achieve those goals. Teachers and parents will meet consistently to review student progress towards goals and discuss what students, parents, and teachers should do to continue to see improvement.

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.

Leader in Me Sessions - once per quarter to inform parents of how we are meeting SEL needs of teachers
Classroom Walks with Admin - once per quarter to share learning practices and safe environments with parents
PAC/BAC Report Card Sessions - understanding the report card and how grades affect high school admission, graduation, etc.

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
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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.	\$1600.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1600.00
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)	\$1531.00
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.	\$1700.00
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