# John Barry Elementary School 2020-2022 plan summary

## Team

| Name | Role | Email | Access |
|------|------|-------|--------|
| Estuardo Mazin | Principal | emazin@cps.edu | Has access |
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| Millie Zambrana | ELPT | mzambrana@cps.edu | Has access |
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| Tania Jimenez | Diverse Learners | tejimenez@cps.edu | Has access |
| Adam Lurie | Arts | allurie@cps.edu | Has access |

## Team Meetings

| Date | Participants | Topic |
|------|--------------|-------|
| 01/31/2020 | CIWP Team | Self Assessment |
| 02/03/2020 | CIWP Team - Teacher groups | SEF Priorities |
| 02/10/2020 | CIWP Team | SEF Priorities - Data Analysis |
| 02/24/2020 | CIWP Team- Teacher Groups | SEF Priorities - Curriculum Discussion |
| 05/05/2020 | CIWP Team and Network | Elaborate Theories of Action based on school priorities |
| 05/07/2020 | CIWP Team and Network | Elaborate Theories of Action based on school priorities |
| 05/08/2020 | CIWP Team | Work on action steps for theory of Action |
| 05/11/2020 | CIWP Team | Work on action steps for theory of Action |
| 05/13/2020 | CIWP Team - Parents and LSC | Parent and LSC feedback |

| Date | Participants | Topic |
|---|---|---|
| 04/30/2020 | Principal and Network | Discuss school priorities and goals |

# Framework

**Category scoring**

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

**Subcategory scoring**

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 4 Make ?safe practice? an integral part of professional learning
  - o 4 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: Teacher surveys, School PD Plan, 5Essentials data, Data from walkthroughs, Cycles of Learning
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- o 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)
- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Teacher surveys, School PD Plan, 5Essentials data, Data from walkthroughs, Cycles of Learning

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: Unit plans creation, lesson plans, teacher committees and minutes - Teacher surveys, School PD Plan, 5Essentials data, Data from walkthroughs, Cycles of Learning
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 1 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 1 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Unit plans creation, lesson plans, teacher committees and minutes - Teacher surveys, School PD Plan, 5Essentials data, Data from walkthroughs, Cycles of Learning
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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

- o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 1 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Unit plans creation, lesson plans, teacher committees and minutes - Teacher surveys, School PD Plan, 5Essentials data, Data from walkthroughs, Cycles of Learning
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Unit plans creation, lesson plans, teacher committees and minutes - Teacher surveys, School PD Plan, 5Essentials data, Data from walkthroughs, Cycles of Learning
- 4 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: SEL Program - MTSS Team, Unit plans creation, lesson plans, teacher committees and minutes - Teacher surveys, School PD Plan, 5Essentials data, Data from walkthroughs, Cycles of Learning

# Quality and Character of School Life

- 4 - Relational Trust
    - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
    - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
    - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
    - **Evidence**: 5 essentials - SQRP Data
- 3 - Student Voice, Engagement, and Civic Life
    - 4 Study politics
    - 2 Become informed voters and participants in the electoral process
    - 3 Engage in discussions about current and controversial issues
    - 3 Explore their identities and beliefs (REQUIRED: OSEL)
    - 3 Exercise student voice (REQUIRED: OSEL)
    - 4 Authentically interact with community and civic leaders
    - 3 Engage with their community
    - 3 Take informed action where they work together to propose and advocate for solutions
    - 3 Experience a schoolwide civics culture
    - **Evidence**: 5 essentials - SQRP Data
- 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)
    - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
    - **Evidence**: 5 essentials - SQRP Data
- 4 - Supportive and Equitable Approaches to Discipline
    - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - 4 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)
    - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
    - **Evidence**: 5 essentials - SQRP Data
- 4 - Family & Community Engagement
    - 4 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).
    - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- 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
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- **Evidence**: 5 essentials - SQRP Data

# 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 | **2** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | **1** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | **0** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | **3** |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | **0** |
| 3 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | **0** |
| 3 | Quality and Character of School Life: Physical and Emotional Safety | **0** |
| 3 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | **0** |
| 4 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | **0** |
| 4 | Quality and Character of School Life: Family & Community Engagement | **0** |
| 4 | Quality and Character of School Life: Relational Trust | **0** |
| 4 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | **0** |

# Goals

# Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

| Area of Critical Need 1 | Literacy - Reading for Diverse Leaners |
|---|---|
| Root Cause 1 | Lack of supports for learning how to read and increasing students Reading Comprehension |
| Area of Critical Need 2 | Math for English Leaners |
| Root Cause 2 | Lack of supports for acquiring mathematical practices |
| Area of Critical Need 3 | Attainment for Reading and Math for 2nd-6th |
| Root Cause 3 | Lack of interventions for Small groups |

# 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 Growth Percentile - Math (Grades 3-8)<br><br>This metric was identified because it shows a need to make gains for our EL population in Mathematics | EL | | 40.00 | 50.00 |
| | Latinx | | 50.00 | 60.00 |
| SQRP: National School Growth Percentile - Reading (Grades 3-8)<br><br>This metric was identified because it shows a need to make gain in Reading for our Diverse Learners | Students with IEPs | | 40.00 | 50.00 |
| | Male | | | |
| SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)<br><br>This metric was identified because it shows a need to make overall gains in both content areas | Overall | | 60.00 | 70.00 |
| | | | | |
| (Blank) | | | | |
| | | | | |
| (Blank) | | | | |
| | | | | |

## Required metrics (Elementary) (100% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| | | | | | |
| **My Voice, My School 5 Essentials Survey**<br>The MSMV Data shows Barry as a Well Organized School - our goal continues to sustain that rating. | | | | 5.00 | 5.00 |

## Custom metrics (0% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|

# Strategies

## Strategy 1

| | |
|---|---|
| If we do... | Provide PD for staff around creating rigorous student tasks where teachers learn how to provide students with frequent and informative feedback that is equitable and cognitively challenging for ALL students including our Diverse Learners and English Language Learners in the General and Dual Language Programs. |
| Then we see... | Academic press where students will be able to be challenged and are taking ownership for their learning. |
| which leads to... | An increase in Academic Press as measured in the 5Essentials from (55 - Neutral to 65 - Strong). An increase in Teacher Responsibility as measured in the 5Essentials from (54 - Neutral to 65 - Strong) iReady-NWEA Correlation Data: (Fall to Winter 2020: Reading Growth - 52% to 65%)(Fall to Winter 2020: Math Growth - 40% to 55%) |
| Budget Description | This will require commitment from all staff by being active participants during PLCs, Professional Development days, meetings, training and conferences (whole staff, grade level, content-specific,Vertical/horizontal teams) to successfully incorporate this learning into our practice. Budget resources are limited but will capitalize on human resources for this initiative. |
| Tags | Leadership for Continuous Improvement, Instruction, Equity: Fair Policie sand Systems, Equity: Liberatory Thinking, Equity: Targeted Universalism, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, ODLSS: Instructional Quality, OSEL: SEL Instruction, Science: Rigorous Tasks, Math: Rigorous Tasks |

| Action steps | <ul><li>(Not started) Create a professional learning calendar for 2020-2021 and 2021-2022<br><br>Tags:Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li><li>(Not started) Provide content facilitation around Cognitive demand and student rigorous tasks<br><br>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks</li><li>(Not started) During PLCs analyze student work through cycles of learning<br><br>Tags:Assessment: Monitoring Student Learning to Support Growth</li><li>(Not started) Building student agency and authority in the classroom (student analysis of work, student goal setting, building student to student discourse)<br><br>Tags:Assessment: Checkpoint Student Assessment System, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Student Discourse</li><li>(Not started) Allocate Illinois Empower Grant funding to create unit plans that support the SEL and Instructional/Academic needs of English Language Learners and Diverse Learners<br><br>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality, OSEL: SEL Instruction, Math: Curriculum</li></ul> |
|---|---|

## Strategy 2

| If we do... | Create opportunities during PLCs to analyze student work and create Assessments with clear success criteria equitable for all students including Diverse Learners and English Language Learners in the General and Dual Language Programs. |
|---|---|
| Then we see... | Students and families will know what the student learning progress is. Teachers will know how to make instructional decisions and shifts based on data analysis. |
| which leads to... | Student On Track Data (Current Week 24: 50% to Projected Goal:70%) Increase in SQRP Data |
| Budget Description | This will require commitment from all staff by being active participants during PLCs, Professional Development days, meetings, training and conferences (whole staff, grade level, content-specific,Vertical/horizontal teams) to successfully incorporate this learning into our practice. Budget resources are limited but will capitalize on human resources for this initiative. |
| Tags | Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, |

| | |
|---|---|
| | Assessment: Curriculum Equity Initiative, Equity: Fair Policie sand Systems, Equity: Liberatory Thinking, Equity: Targeted Universalism, ODLSS: Service Delivery, OSEL: SEL Instruction, OSEL: Supportive School Environment |
| Action steps | • (Not started) Review Unit Plans to ensure alignment to Grade Level Standards using a rubric.<br><br>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Science: Curriculum, Math: Curriculum<br><br>• (Not started) PLCs with a focus on creating assessments and defining the student success criteria (rubric).<br><br>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality<br><br>• (Not started) PLCs to analyze the assessment results to help map next steps of instruction for all students<br><br>Tags:Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, Math: Formative Assessment |

## Strategy 3

| | |
|---|---|
| If we do... | Provide professional inquiry around the MTSS process and use data to communicate with families and to make equitable SEL and instructional decisions that support ALL Tier 1, Tier 2, and Tier 3 students in the General and Dual Language Classrooms as well as Diverse Learners and English Language Learners. |
| Then we see... | Fidelity in the process through teacher accountability and increased parent engagement. |
| which leads to... | Increase in metrics as measured in SAM 2.0 and an increase on and off track student data across core subjects. (Current Week 24: 50% to Projected Goal:70%) |
| Budget Description | This will require commitment from all staff by being active participants during PLCs, Professional Development days, meetings, training and conferences (whole staff, grade level, content-specific,Vertical/horizontal teams) to successfully incorporate this learning into our practice. Budget resources are limited but will capitalize on human resources for this initiative. |
| Tags | Supportive and Equitable Approaches to Discipline, Equity: Fair Policie sand Systems, Equity: Inclusive Partnerships, Equity: Liberatory Thinking, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions, Math: Equitable Access |

| Action steps | <ul><li>(Not started) Create a 5-week interval calendar for teacher check-ins with MTSS leads.<br><br>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</li><li>(Not started) Create a method for communication between teachers and parents that delineates parent involvement and responsibility in the MTSS process.<br><br>Tags:MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Shared Leadership</li><li>(Not started) Engage teachers and staff in coaching cycles to implement T2/T3 instruction and gathering relevant and appropriate progress monitoring data.<br><br>Tags:Equity: Resource Equity, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Science: Equitable Access, Math: Equitable Access</li><li>(Not started) Allocate funds from Illinois Empower Grant to provide Diverse Learners and English Language Learners with instructional opportunities that increase their academic growth in Literacy and Math.<br><br>Tags:Instruction, CBE: Supports, Interventions, or Extensions, Literacy: Key Practice #4-Authentic Learning Experiences, ODLSS: Service Delivery, Math: Equitable Access</li></ul> |
| --- | --- |

# Action Plan

### Strategy 1

Create a professional learning calendar for 2020-2021 and 2021-2022

Jul 01, 2020 to Jul 31, 2020 - School Admin Team ILT Team

Provide content facilitation around Cognitive demand and student rigorous tasks

Aug 01, 2020 to Sep 30, 2020 - School Admin Team ILT Team Network

During PLCs analyze student work through cycles of learning

Oct 01, 2020 to Jun 18, 2021 - School Admin Team Teachers

Building student agency and authority in the classroom (student analysis of work, student goal setting, building student to student discourse)

Oct 01, 2020 to Jun 18, 2021 - School Admin Team Teachers

Allocate Illinois Empower Grant funding to create unit plans that support the SEL and Instructional/Academic needs of English Language Learners and Diverse Learners

Jul 01, 2020 to Aug 31, 2020 - School Admin Team Teachers

## Strategy 2

Review Unit Plans to ensure alignment to Grade Level Standards using a rubric.

Jul 01, 2020 to Aug 31, 2020 - School Admin Team ILT Team Teachers

PLCs with a focus on creating assessments and defining the student success criteria (rubric).

Sep 14, 2020 to Jun 18, 2021 - School Admin Team ILT Team Teachers

PLCs to analyze the assessment results to help map next steps of instruction for all students

Sep 14, 2020 to Jun 18, 2021 - School Admin Team ILT Team Teachers

## Strategy 3

Create a 5-week interval calendar for teacher check-ins with MTSS leads.

Sep 28, 2020 to Jun 18, 2021 - School Admin Team ILT Team Teachers SEL Team Dual Language Teachers Diverse Learners Teachers

Create a method for communication between teachers and parents that delineates parent involvement and responsibility in the MTSS process.

Sep 28, 2020 to Jun 18, 2021 - School Admin Team ILT Team Teachers SEL Team Dual Language Teachers Diverse Learners Teachers

Engage teachers and staff in coaching cycles to implement T2/T3 instruction and gathering relevant and appropriate progress monitoring data.

Sep 28, 2020 to Jun 18, 2021 - School Admin Team ILT Team Teachers SEL Team Dual Language Teachers Diverse Learners Teachers

Allocate funds from Illinois Empower Grant to provide Diverse Learners and English Language Learners with instructional opportunities that increase their academic growth in Literacy and Math.

Jul 01, 2020 to Jun 30, 2022 - School Admin Team ILT Team Teachers

# 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.**

Analyze various data elements (5Essentials, Attendance, NWEA, Grades, On Track Data, iReady, Benchmark Assessments, TRC, Dibels, IDEL, MClass and other) to help create an instructional plan that meets the needs of all our students including Diverse Learners and English Language Learners.

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

Utilize the MTSS process to support all instruction and SEL needs of all students in Tier 1,2 and 3. Use researched based curriculum that is Standards based and supports the academic growth of all students. Use formative assessments and benchmark assessments to create small group instruction and interventions for all students. Integrate a Dual Language Model of instruction that supports our EL students with native language support. Diverse Learners received targeted instruction using the Wilson Reading Program to close the literacy gap. Use technology support to supplement learning for all students.

**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.**

Utilize the MTSS process to support all instruction and SEL needs of all students in Tier 1,2 and 3. Use researched based curriculum that is Standards based and supports the academic growth of all students. Use formative assessments and benchmark assessments to create small group instruction and interventions for all students. Integrate a Dual Language Model of instruction that supports our EL students with native language support. Diverse Learners received targeted instruction using the Wilson Reading Program to close the literacy gap. Use technology support to supplement learning for all students.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

In addition to...-Utilize the MTSS process to support all instruction and SEL needs of all students in Tier 1,2 and 3. Use researched based curriculum that is Standards based and supports the academic growth of all students. Use formative assessments and benchmark assessments to create small group instruction and interventions for all students. Integrate a Dual Language Model of instruction that supports our EL

students with native language support. Diverse Learners received targeted instruction using the Wilson Reading Program to close the literacy gap. Use technology support to supplement learning for all students- ... We also integrate small group intervention for students needing extra Social Emotional supports, integrate the Responsive Classroom, Calm Classroom, Positive Discipline and Second Step Program to support the SEL needs of all students.

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

We provide in-house training and mentoring for all our teachers and assign a coach to new teachers to support their professional growth. The majority of the professional development in the school is led in house and the PDs are targeted based on surveys, classroom walk-through and school initiatives and teacher individual needs. We use a Cycle of Learning and mentorship to launch new initiatives and create sustainability among staff.

**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.**

We provide in-house training and mentoring for all our teachers and assign a coach to new teachers to support their professional growth. The majority of the professional development in the school is led in house and the PDs are targeted based on surveys, classroom walk-through and school initiatives and teacher individual needs. We use a Cycle of Learning and mentorship to launch new initiatives and create sustainability among staff.

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

We create intentional opportunities for parents to be involved with social and learning events throughout the year (Literacy, Math, STEAM Nights, Posada, Mother's Day Celebration, Winter/Spring Assemblies, Dia de los Muertos, Pi Day, Talent Show) In addition we partner with various outside organizations to support our parents. We launched a Parent Mentor Program to engage parents and partner with parents in school initiatives.

**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.**

Our PreK Program is housed at the school and we create opportunities for transition and prepare them for Kindergarten - Older students partner with classrooms and teachers to create student-student engagement.

**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.**

The MTSS process allows for 5-week cycles of academic review - teachers have opportunities during PLCs, and whole staff to participate and voice their suggestions on what academic assessments are best suited to meet the needs of their students.

**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.**

The MTSS Process allows students in Tier 2 and 3 to receive additional instructional support and when possible released teachers provide a second dosage of instruction and/or through the Before and After school program, students can engage in additional instructional opportunities that support their academic growth.

**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.**

Barry parents with outside organizations to support students and parents. At Barry we integrate a Wraparound Mode of support where we link and partner students and parents with outside resources that meet their SEL and Physical needs.

## ESSA Targeted Assistance Program

## Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

# Parent and Family Plan

## Parent and Family Engagement Policy (Complete)

**Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.**

The school will take the following actions: Distribute the current policy to all Title 1 parents at the beginning of the school year; receive input, suggestions
and feedback from parents at the Annual NCLB Title 1 part A Parents' Meeting, Parent Advisory Council meetings, Local School Council Meetings and
receive input, suggestions and feedback from parents in the course of developing the CIWP and the school's Title 1 Educational
Program for the next school 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**

The Principal's Annual Title 1 Parents Meeting will be held in the month of September each year and the PAC Organizational meeting will also be held on September. We will schedule all meetings for the year ahead of time and will be posted in the school and other places visible and accessible to parents digitally and non digitally. We will also include them
in the monthly calendar/newsletter. All meetings will also be posted in various places around the school for parent
view and flyers will be sent home.

**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.**

Suggestions will be well received and brought to the schools Lead Team and when appropriate to the LSC for consideration. The result of the suggestions will be shared with parents during parent meetings (PAC, LSC and BAC and Principal/Parent 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 school will provide parents of participating children information in a timely manner about its Title I, Part A program that includes a description and
explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are
expected to meet by: (List Actions Here; Some Possible Actions Include:) Making a copy of the School Improvement Plan for the current school year available
for review and inspection in the main office; Notifying all parents of the CPS Elementary School or High School Promotion Policies (as applicable) in
accordance with the notification requirements stated in each policy; Informing all parents of their children's academic progress in accordance with the 5. CPS
Elementary or High School Promotion Policies (as applicable); Providing all parents information on the standardized testing tools employed to assess
academic progress from grade-to-grade prior to the testing.

**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.**

As this information becomes available an dis shared with school from the District, we will be sent home to each parent home with the student and by regular and/or certified U.S. Mail to the parent's address of record with the school at the end of the fourth week.

**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.**

Parents will attend workshops, conferences and classes to ensure understanding. Information will be shared digitally and non digitally
sent home and during meetings and training. During the PAC/BAC meeting which will be held in September, the technology coordinator will explain the use of the Parent Portal to
monitor student progress.

**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.**

Classroom teachers will provide parents with information on classroom curriculum and content for parent support at home. Curriculum related events such as
literacy, math, technology etc. will be conducted 2-4 times yearly. Information will be provided digitally and non digitally to support student success, and provide support to parents in interpreting data, and supporting learning.

**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 work on bridging parents into the school community by increasing their communication using digital and non digital resources. Teachers will recruit parent volunteers and lead parents in each classroom to nurture and grow their contribution and provide parent support.

**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.**

School will create volunteer opportunities for parents. Teachers will work on bridging parents into the school community by increasing their communication using digital and non digital resources. Teachers will recruit parent volunteers and lead parents in each classroom to nurture and grow their contribution and provide parent support.

**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.**

The school will provide all notices and information in English and in the primary language(s) of the majority of parents, if other than English. The information
will be provided digitally and non digitally to all parents and will be communicated with parents during meetings (LSC, BAC, PAC, Principal meetings).

**Policy Implementation Activities**

| [X] **The LSC will approve the school improvement plan and monitor the CIWP.** |
| :--- |
| [X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>** |
| [X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>** |
| [X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>** |
| **Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)** |
| n/a |

## School-Parent Compact (Complete)

| **The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)** |
| :--- |
| The mission of John Barry Elementary school is to view each child holistically; embracing and nurturing each child's cultural experience in order to provide<br>every student with the necessary skills for academic success through active engagement . Every child, in every classroom will be provided with an array of<br>academic opportunities through a literacy-rich curriculum infused in technology and tailored to provide differentiation. Through modeling, Barry School will<br>challenge every student to think critically by promoting higher order thinking skills, being reflective, and taking ownership of their learning experience. |
| **The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.** |
| Parent conferences are held to inform the parents of the curriculum, school rules and individual classroom expectations for the year. Parent conferences will<br>be scheduled monthly. In addition, the principal has a "Second Cup of Coffee" bimonthly meeting where parents can come to ask questions, learn more<br>about the school programs, visit classrooms, etc. |
| **The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.** |
| Reports on children's progress will be provided to parents through report cards, phone calls, individual letters sent to parents and graded work that will be<br>sent home. Progress Reports are sent home every 10 weeks as well. Teacher will contact parents via email/phone or scheduled meetings other than those required to discuss the child's academic progress and/or concerns as needed and to engage parents in the instructional and/or MTSS of their child. |

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

Staff will be available either in the classroom to speak with parents Monday-Friday during the teacher's Preparation Period and/or at other mutually agreed
upon times set up by the teacher and parents. Parents can also contact the teacher via email or phone.

**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 may volunteer in the classroom when mutual times and dates are agreed upon by the parent and teacher. Parents may volunteer by helping with
projects, setting up bulletin boards or preparing materials for a project. Parents may observe a class by first requesting to do so with the administration. All parents and visitors must first fill out the Parent Volunteer application and be approved by the District prior to volunteering in the school.

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

Parents may assist learning in the following ways: monitoring attendance, ensuring that homework is completed, volunteering in child's classroom,
participating, as appropriate, and/or by making decisions relating to the child's education, promptly reading all notices that are sent home and communicating
with the school. Attending school events and meetings sponsored by the school.

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

Parents will set up a conference with the teacher and other appropriate school staff as needed, to discuss the child's progress and any needed resources
that may be needed to ensure that the child receives all necessary, appropriate and accessible services and program with equity.

**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 share in the responsibility for improving their academic achievement by: doing homework daily, reading at least 30 minutes a day outside of the
school environment, coming to school every day and on time, having a positive attitude, being prepared for class and finishing all of the assigned work in a
timely manner. Students will also participate in goal setting sessions at least 2 times during the school year and will ask for help from teachers when needed.

## Parent Budget (Complete)

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to**

**increase student academic achievement through parental and family engagement involvement; specify your goals.**

The goal is to equip parents with the tools to support their child's academic achievement at school and home. Parents will decide how to use the funds to secure programs that support this goal.

**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**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $0.00 |
| **53405** | **Supplies**<br>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. | $0.00 |
| **53205** | **Refreshments**<br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $0.00 |
| **54125** | **Consultants**<br>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) | $3272.00 |
| **54505** | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $0.00 |
| **54205** | **Travel**<br>Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $0.00 |
| **54565** | **Reimbursements**<br>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**<br>Must be used for parent and family engagement programs only. | $0.00 |

| | | |
|---|---|---|
| **53306** | **Software**<br>Must be educational and for parent use only. | $0.00 |
| **55005** | **Furniture and Equipment**<br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $0.00 |