

Charles R Darwin Elementary School

2020-2022 plan summary

Team

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Eufrosina Delgado	Dual Language Coordinator	edelgado1@cps.edu	Has access
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Team Meetings

Date	Participants	Topic
01/29/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Corolena Lescano, Tina Drake, Candance Tasiar	School Effectiveness Rubric Self Assessment Analysis
01/27/2020	Allyson Fox-Crump, Tina Drake, Aida Flores, Daniel De Los Reyes	Leadership Team Self Assessment
01/27/2020	Daniel De Los Reyes, Vanessa De Lao, Carolena Lescano, Melissa Calvillo	What is the CIWP and what is the SEF?
01/31/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Carolena Lescano, Tina Drake, Candance Tasiar	Share out

Date	Participants	Topic
02/10/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Carolena Lescano, Tina Drake, Candance Tasior	SEF
02/25/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Carolena Lescano, Tina Drake, Candance Tasior	Data Analysis and Areas of Critical Need
03/19/2020	Lescano, Ayala, Calvillo, Flores,	Root Cause Analysis Take II
04/13/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Carolena Lescano, Tina Drake,	Strategy/TOA
04/15/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Carolena Lescano, Tina Drake,	Strategy/TOA MATH/ELA/MTSS
04/17/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Carolena Lescano, Tina Drake,	Strategy/TOA MATH/ELA/MTSS/GOALS
04/20/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Carolena Lescano, Tina Drake,	Alignment
04/24/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Carolena Lescano, Tina Drake,	CPS CIWP Clinic
05/04/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Carolena Lescano, Tina Drake,	Action Steps
05/07/2020	Calvillo, Flores, ISL	Refining TOAs
05/07/2020	PAC Committee, Flores, Diaz	Parent Engagement Needs Assessment
05/08/2020	PAC Committee, Flores, Diaz	Parent Engagement Final Plan
05/11/2020	Lauren Bauman, Guadalupe Lopez, Liana Mercado, Eufrosina Delgado, Allyson Fox-Crump, Aida Flores, Maria Salazar, Carolena Lescano, Tina Drake, Candance Tasior	Final Review of CIWP

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** -Set the direction and create a sense of purpose- We publicly display our school mission and vision. "Where we grow leaders", Lighthouse School, Dual Language, and Level 1 -All communication to families reflects our core values- bilingual messages, Leader in Me Bulletin, -All students receive LIM curriculum, Tiger Tickets, everyone can apply for School Wide Leadership Roles -Inspire a culture of collective responsibility for ALL students: Communication across grades, content areas, admin and staff empowers teachers to be part of the decision making: ILT, Lighthouse Action teams -Prioritize teaching rigorous content- We are equipped with curriculum in K-6 so we can focus on teaching rather than creating -Enable staff to focus on what matters most- administration supports with challenging students Next Steps - Make "safe practices" an integral part of professional learning. -Collaborate, value transparency, and inform and engage stakeholders- Staff to student acknowledgment, data wall, parent data meetings. -Engage in ongoing- During GLT teachers engage in analyzing student data, change our grouping, share strategies.
- 3 - Structure for Continuous Improvement
 - 2 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school

- 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
- 3 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:** -Grants have brought in 2 social workers servicing kindergarten-8th grade students -Recess monitors and interventionist service students to provide more support to tier II and III students -Parent volunteers, volunteers, and interventionist supporting academic achievement in classroom instruction in K-4th grade -6 Resident teachers support bilingual classrooms and create talent pipeline -Teacher leaders lead content teams, Leader In Me Action teams, Student leadership roles, Social media, Parent programming Next Steps: -Gather more non-evaluative data on instruction -Create more frequent cycles of inquiry utilizing data -Correlate the work to the CIWP learning goals -Use data to identify larger instructional trends in school and develop learning cycles to address root cause -Analyzing student data

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:** Plus - Utilizing big ideas and essential question, standard-based instruction, scope and sequence, vertical alignment, access to complex texts and text collections. -Opportunities for Social-Emotional instruction SEL integration is being done Delta - Continue to grow in implementing culturally relevant curriculum, authentic real-world application. -Rigor in math justifying the answers and working together; perseverance and grit development.
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 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
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Plus - High expectations for all students; goal-setting for learning, scaffolding instruction, discourse and student conversation opportunities, higher-order level questions Delta - Culturally relevant, SEL integration into core content, opportunities for input on how student will be evaluated, higher-order level questioning
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 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
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Plus - Multiple assessments (unit tests, exit slips, pre/post, district assessments), interventionists progress monitoring, grade level discussions of assessment, making assessments accessible Delta - Making assessments accessible to diverse learners. ELL students
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)

- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 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)
- 2 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)
- 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)
- 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)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** -Town halls -Parent on track meetings -Referrals to student support mentor and to student support manager -Semester reviews within MTSS and ILT teams -Problem solving protocol -Progress monitoring (IXL, dibels, TRC) -Student led parent conference -Grade level meetings -BHT/MTSS meetings -Community partnerships -Flexible group schedules -4DX reports -MTSS google doc -IXL diagnostics -SEL small groups Delta: -consistently host town hall meeting with benchmark grades to monitor on-track; -provide homerooms with Bag Reports every 5 weeks; -maintain phone contact logs; -host parent portal trainings with triggers for grades and attendance
- 2 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** -Develop clear structures for college and career readiness. -Invite community and career collaboration with students. - Field experiences to work with other adults.

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)
 - 3 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:** -Leader In Me 8 Day implementation: Codes of cooperation, class and individual mission statement, direct teaching of the habits, school-wide leadership roles, classroom leadership roles -School-wide leadership roles -Leader of the week -Shout outs -Counseling services -Restorative Practices implementation - Restorative Practices Learning Cohort -Calm Classroom Implementation -Leader In Me Newscast
- 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
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions

- 2 Experience a schoolwide civics culture
 - **Evidence:** Leader in Me provides students with opportunities for student voice
Voting is done through LIM - Leader of the week Talking circles/morning meetings and norms are present in all classrooms Partnerships with LSNA and ICI
- 4 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:** -Structures are in place for reporting concerns about the safety and well being. -Discipline system (referral system) is in place. -Behavioral flow chart - Transitions between activities are structured
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** - Three varying counseling services offered to all student -An equitable SEL/Restorative system is used to train teachers and have procedures for discipline and consequences. -Calm down corners are in every classroom -A peace room is available -A system of student reflection is in place. -PD is offered to teachers throughout the year
- 3 - 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
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 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:** -Multiple family engagement nights are offered such as Literacy Night, STEAM Night, making gingerbread houses, high school application nights, student lead conferences, and data review family information night. -Principal newsletter sent out monthly, primary monthly newsletters, social media is available -After

school opportunities for students are available -Teacher contact information is given to parents at the beginning of the year. -Phone calls are made for attendance. -Parent mentor system is in place and has been consistent for many years. -Class Dojo and Remind is set up for parent/teacher communication

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy growth in primary grades.
Root Cause 1	Quality of instruction is inconsistent from planning to (Curriculum/Dual Language/Pheonemic teaching)
Area of Critical Need 2	Literacy attainment in primary grades.
Root Cause 2	Instruction and engagement during the literacy block.(Silent Reading/ Reading block/)
Area of Critical Need 3	Math attainment in the intermediate grades.
Root Cause 3	Quality of instruction is inconsistent from planning,
Area of Critical Need 4	Math attainment in the intermediate grades.
Root Cause 4	Instruction and engagement during the math block. (Pedogogy:TRU/Kahoots/Math Talks 3 reads/ error analysis)

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
Vision: NWEA Growth G3-8 (Math) We chose this goal because our Math scores grew from our previous year from 40th percentile to 76%. We noticed the trend was not evident across our intermediate grades and we would like to ensure growth is evident across the continuum. Additionally, our DL students should be progressing alongside their peers and per the Vision Portal we see their performance fluctuates a lot and we will continue.	Overall		63.00	65.00
	Students with IEPs		55.00	63.00
Vision: NWEA Growth G3-8 (Reading) We chose this goal because of our Reading Growth decrease from last year's 71st percentile. We need to ensure a steady growth across all of our grade levels. Additionally, we want to place a close attention to our EL learners who are not progressing alongside their peers.	Overall		70.00	74.00
	EL		53.00	56.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Reading)	Overall		53.00	56.00
We chose this metric because our 2nd-grade reading attainment has hovered between the 31st and 29th percentile. It is imperative for our youngest learners to be proficient readers.				
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey Over the past three years, the school's 5 Essentials Survey has fluctuated in the areas of Effective Leaders, Collaborative Teachers, and Supportive Environment. Presently, all three are in neutral. As a Leader in Me School, it is important for our collective leadership to work collaboratively and consider themselves leaders. Our goal is to move from Neutral to Strong in 2020-2021 and Very Strong by 2021-2022 through the distributive leadership work, Dual Language Cohort, Opportunity Schools Teacher Residency Program, and continuing our teacher Mentorship program.</p>			5.00	5.00	5.00

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...	develop a distributive leadership model for teachers to collaborate and engage in reflecting and calibrating rigorous tasks and the standards they are aligned to; increasing the level of cognitive demand in mathematics by designing targeted instruction for acceleration and interventions for all learners specifically our Diverse learners
Then we see...	teachers engaging in cycles of inquiry (Data Talks) and engaging in rich mathematical learning while providing evidence of their mathematics reasoning. Instruction will strengthen more consistently across the school, by providing rigorous activities that increase engagement, integrate higher levels of inquiry based-learning.
which leads to...	an increase in collective responsibility in a successful school by increasing our Instructional Leadership from 59 to 65 and increasing Collaborative Practices from 51 to 61 by 2022. All Math learners engage in cognitively demanding tasks at their respective levels thus resulting in growth in classroom assessments and standardized assessments per NWEA Growth Metrics from 61.5%ile to 65%ile with specific attention to priority groups like Diverse Learners in Math from 60th%ile to 65%ile.
Budget Description	Time- -Content Team Planning - 60-90 minutes (preferably monthly if not quarterly) -Math Block Expectations -Cognitive Demand Professional Development -Scope and Sequence, Data Analysis, Classroom Visits People -Multi-Class Leader- 90-minute weekly coaching per teacher -Classroom Observations/In the Moment Coaching/Planning IL Empower Grant Schedule intensive intervention (EL?s and DL?s) in intermediate levels Prioritize after school recruitment and retention DL students in intermediate grades
Tags	Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) 1. Curriculum gap analysis and audit. (What curricular supports do we have? How do we utilize them across the continuum?) Tags:Math: Curriculum, Math: Equitable Access • (Not started) 2. Mapping Scope and Sequence for Math Instruction for the SY 2020-2021. Outlining Math Block Expectations and Guidelines. (Across Grade Levels same scope and sequence with vertical alignment) Tags:Math: Rigorous Tasks, Math: Curriculum • (Not started) 3. Professional Development and teacher capacity building on cognitive demand in Math for ALL learners. Develop a Tiering system for Differentiation and Supports for ELLs and DL. (Returning to TRU dimensions) Tags:Math: Rigorous Tasks, Math: Formative Assessment • (Not started) 4.PD Plan for the school year outlining Content Team Meetings and PD opportunities to continue refining and supporting cognitive demand and

	<p>targeted supports in Math via classroom visits and in the moment modeling and coaching.</p> <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) 5. Supporting all Math Learners Content Under study Start with RIT Band Groups and adjust using a variety of available assessments Schedule intensive intervention/acceleration period Paraprofessional support for small group intervention/enrichment Targeted after school math instruction for Tier 2 and 3 students <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) 6.Data Analysis of Student Data (On-Track, Student Work, and Classroom Visits) centered on cognitive demand. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership, Math: Rigorous Tasks, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) 7. Ongoing Professional Development, coaching, and classroom observations to continue to build collaboration and support around increasing cognitive demand across all Math classrooms. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership, Math: Rigorous Tasks, Math: Equitable Access</p>
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Strategy 2

If we do...	develop systems of support and distributive leadership for teachers to collaborate and engage in designing Standards-Based Unit Plans (Curriculum), set up explicit expectations for the Literacy block, balance critical foundational reading skills with practices outlined by the Key Literacy Practices (Instruction) for acceleration and interventions for all learners specifically our ELL?s
Then we see...	teachers engaging in cycles of inquiry and classroom visits that showcase a coherent balanced literacy block that is tailored for all learners
which leads to...	An increase in collective responsibility in a successful school by increasing our Instructional Leadership from 59 to 65 and increasing Collaborative Practices from 51 to 61 by 2022. All learners engaged in balanced reading, thus resulting in growth in classroom assessments and standardized assessments per NWEA from 61.5%ile to 74%ile with specific attention to priority groups like English Language Learners from 50th%ile to 56%ile.
Budget Description	Time- -Content Team Planning - 60-90 minutes (preferably monthly if not quarterly) - Balanced Literacy Expectations at each grade band (prek-1st, 2-5, and 6-8) -Curriculum

	<p>Planning - Standards-Based Units -Scope and Sequence, Data Analysis, Classroom Visits, Analyze student work -Best practices toolbox (questioning, student engagement, instructional strategies, goal setting and tracking) -Curriculum analysis for rigor, standards-based, ability to be modified for students at different tiers/ELL</p>
<p>Tags</p>	<p>Leadership for Continuous Improvement, Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OECE: P-2 Balanced Literacy, Teacher Leader Development & Innovation: Distributed Leadership</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) 1. Curriculum gap analysis and audit. (What curricular supports do we have? How do we utilize them across the continuum?)</p> <p>Tags:Curriculum, Instruction</p> <p>• (Not started) 2. Unpacking Standards and Designing Scope and Sequence</p> <p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, OECE: P-2 Balanced Literacy</p> <p>• (Not started) 3. Develop Scope and Sequence with Unit Plans based on Standards with curricular supports available (Wonders/Maravillas) identify the phonics approach to be utilized for Tier 1 Instruction across all ELA blocks</p> <p>Tags:Instruction, OECE: P-2 Balanced Literacy, Teacher Leader Development & Innovation: Distributed Leadership</p> <p>• (Not started) 4. Outlining a Balanced Literacy Block Expectations and Guidelines. Provide training for all teachers on 4DX goal setting, tracking, and accountability.</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 4-21st Century Professional Learning</p> <p>• (Not started) 5. PD Plan for the school year outlining Content Team Meetings and PD opportunities to continue building capacity around critical literacy shifts.</p> <p>Tags:Literacy: Shift 4-21st Century Professional Learning, Teacher Leader Development & Innovation: Distributed Leadership</p> <p>• (Not started) 6. Data Analysis of Student Data (On-Track, Student Work, and Classroom Visits) critical literacy shifts</p> <p>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps</p>

	<ul style="list-style-type: none"> (Not started) 7. Ongoing Professional Development, coaching, and classroom observations to continue to build collaboration and support around standards-based curriculum planning and critical literacy shifts <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p>
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Strategy 3

If we do...	If we develop an MTSS Team (Lead and Team Members) that build to increase Darwin's capacity (knowledge and skills) on the Multi-Tiered System of Support to support students Tier 1, Tier 2 and Tier 3 in the classroom level,
Then we see...	(behavioral changes) we see teachers, classroom assistants, interventionists appropriately meeting the needs of all students in each tier and students will be exhibiting a higher level of self-confidence, a higher level of independence
which leads to...	improving the quality of instruction through differentiation that can be measured by classroom-based formative, summative, and/or standardized assessments.
Budget Description	MTSS at Darwin has undergone various shifts with leadership growth and with increasing our staffing. It is critical for a revamping of MTSS to include developing a team/committee with a lead to help ensure a successful launch. In an effort to revamp with the current internal strengths it will be important to begin planning and working as team to focus Building Capacity on MTSS, developing a Tiering System for Darwin, and scheduling the training and support for all stakeholders.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Recruit and identify the MTSS Team Members and Lead. <p>Tags:MTSS, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Build the MTSS team's capacity via resources available through our district and also identify all current systems of MTSS @ Darwin. <p>Tags:MTSS</p> <ul style="list-style-type: none"> (Not started) Identify the Professional Development calendar for SY 2020-2021 around MTSS (August PD, Grade Level PD, etc) <p>Tags:MTSS</p>

Strategy 4

If we do...	increase Darwin's capacity (knowledge and skills) on the Multi-Tiered System of Support to support through the creation of a diverse team that uses data, creates a tiering criteria,
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	a menu interventions and builds teacher capacity to support Tier 1, Tier 2 and Tier 3 in the classroom level
Then we see...	we see teachers using the tiering system to identify Tier 1, Tier 2, Tier 3 students and to choose the appropriate intervention, classroom assistants, interventionists appropriately meeting the needs of all students in each tier and students will be exhibiting a higher level of self-confidence, a higher level of independence
which leads to...	improving in the quality of instruction through differentiation that can be measured by increase of Students- On-Track and an increase in supportive environment (Academic Personalism) per the 5 Essentials
Budget Description	People Identity and allocate resources to fund an MTSS Lead/Coordinator Attend training and provide Professional Development Time: Ensure scheduling for intervention and enrichment periods Allocate time in master schedule for GLT meetings to center on MTSS Resources: Identity potential intervention instructional materials necessary
Tags	MTSS, MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> • (Not started) 1. MTSS 101 presentations to the entire staff at BOY outlining guidelines, roles and responsibilities, flow chart, streamlined communication, progress monitoring, and data collections expectations. Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership • (Not started) 2. Progress monitoring-Refine current progress monitoring/data collection system. Tags:MTSS: Progress Monitoring • (Not started) 3. Tiering criteria-modify tiering criteria for SY 20-21. Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) 5. Maintain a menu of research-based interventions. Tags:MTSS, MTSS: Shared Leadership • (Not started) 6. Professional Development for all staff, including teachers, classroom assistants, and interventionists to increase MTSS knowledge and skills within the classroom. Tags:

Action Plan

Strategy 1

1. Curriculum gap analysis and audit. (What curricular supports do we have? How do we utilize them across the continuum?)

Aug 03, 2020 to Aug 03, 2020 - Math Team/ILT

2. Mapping Scope and Sequence for Math Instruction for the SY 2020-2021. Outlining Math Block Expectations and Guidelines. (Across Grade Levels same scope and sequence with vertical alignment)

Jun 18, 2020 to Aug 03, 2020 - Math Team

3. Professional Development and teacher capacity building on cognitive demand in Math for ALL learners. Develop a Tiering system for Differentiation and Supports for ELLs and DL. (Returning to TRU dimensions)

Jun 18, 2020 to Aug 03, 2020 - Admin, Math Team, DL Coordinator, Case DL Teachers

4. PD Plan for the school year outlining Content Team Meetings and PD opportunities to continue refining and supporting cognitive demand and targeted supports in Math via classroom visits and in the moment modeling and coaching.

Jun 18, 2020 to Jun 15, 2022 - Math Team

5. Supporting all Math Learners Content Under study Start with RIT Band Groups and adjust using a variety of available assessments Schedule intensive intervention/acceleration period Paraprofessional support for small group intervention/enrichment Targeted after school math instruction for Tier 2 and 3 students

Aug 03, 2020 to Jun 15, 2022 - Admin, Math Lead, Counselor

6. Data Analysis of Student Data (On-Track, Student Work, and Classroom Visits) centered on cognitive demand.

Aug 03, 2020 to Jun 15, 2022 - Math Team

7. Ongoing Professional Development, coaching, and classroom observations to continue to build collaboration and support around increasing cognitive demand across all Math classrooms.

Sep 03, 2020 to Jun 18, 2022 - Math Team and MCL

Strategy 2

1. Curriculum gap analysis and audit. (What curricular supports do we have? How do we utilize them across the continuum?)

May 04, 2020 to Jun 18, 2020 - Literacy Team

2. Unpacking Standards and Designing Scope and Sequence

Jun 18, 2020 to Aug 03, 2020 - Literacy Team

3. Develop Scope and Sequence with Unit Plans based on Standards with curricular supports available (Wonders/Maravillas) identify the phonics approach to be utilized for Tier 1 Instruction across all ELA blocks

Jun 18, 2020 to Aug 03, 2020 - Literacy Leads

4. Outlining a Balanced Literacy Block Expectations and Guidelines. Provide training for all teachers on 4DX goal setting, tracking, and accountability.

Aug 03, 2020 to Jun 18, 2021 - Literacy Leads and Admin

5. PD Plan for the school year outlining Content Team Meetings and PD opportunities to continue building capacity around critical literacy shifts.

Aug 03, 2020 to Jun 15, 2021 - Literacy Leads and Admin

6. Data Analysis of Student Data (On-Track, Student Work, and Classroom Visits) critical literacy shifts

Sep 05, 2020 to Jun 15, 2021 - Literacy Content Teams, Classroom Teachers, Counselor, Clerk

7. Ongoing Professional Development, coaching, and classroom observations to continue to build collaboration and support around standards-based curriculum planning and critical literacy shifts

Sep 05, 2020 to Jun 15, 2021 - Literacy Content Teams, Classroom Teacher

Strategy 3

Recruit and identify the MTSS Team Members and Lead.

May 04, 2020 to Jun 18, 2020 - Admin and ILT

Build the MTSS team's capacity via resources available through our district and also identify all current systems of MTSS @ Darwin.

Jun 18, 2020 to Aug 03, 2020 - MTSS Lead

Identify the Professional Development calendar for SY 2020-2021 around MTSS (August PD, Grade Level PD, etc)

Jun 08, 2020 to Aug 24, 2020 - MTSS Lead

Strategy 4

1. MTSS 101 presentations to the entire staff at BOY outlining guidelines, roles and responsibilities, flow chart, streamlined communication, progress monitoring, and data collections expectations.

May 18, 2020 to Aug 24, 2020 - MTSS Committee and Lead

2. Progress monitoring-Refine current progress monitoring/data collection system.

Jul 03, 2020 to Jun 15, 2021 - MTSS Lead

3. Tiering criteria-modify tiering criteria for SY 20-21.

Aug 03, 2020 to Jun 15, 2021 - MTSS Committee and Lead

5. Maintain a menu of research-based interventions.

Aug 03, 2020 to Jun 15, 2021 - MTSS Committee and Lead

6. Professional Development for all staff, including teachers, classroom assistants, and interventionists to increase MTSS knowledge and skills within the classroom.

Sep 05, 2020 to Jun 15, 2021 - MTSS Committee and Lead

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

BOY Primary Parent Night
MOY School Wide Parent Night (TRC, Dibels, and NWEA)
EOY School Wide Parent Night

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

Math - Increase the cognitive demand of tasks and lessons
Small Groups Intervention and Acceleration (Interventionists)
Offer Algebra Course for 8th grade students
Literacy- Consistent Reading Practices
Small Groups Intervention and Acceleration (Interventionists)
Interventions Periods integrated in the schedule

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.

Math - Increase the cognitive demand of tasks and lessons
Small Groups Intervention and Acceleration (Interventionists)
Offer Algebra Course for 8th grade students
Literacy- Consistent Reading Practices
Small Groups Intervention and Acceleration (Interventionists)
Afterschool Support for Bilingual Students
Afterschool Support for Diverse Learners
Interventions Periods integrated in the schedule

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).

Restorative Practices- Peace Room, Student Lighthouse, School Wide Leadership Roles, Tour Guides
Continue seeking partnerships like Communities in Schools
Continue seeking partnerships like UCAN
Continue seeking partnerships like Youth Mentors
Continue seeking partnerships weekly trips to a gym for Tier 2 and Tier 3 Students
Continue student workshops Internet Safety, Bullying, etc

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

Seeking out support through our Opportunity Schools Partnerships
Attend CPS Job Fairs
Marketing on social media and webpage

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.

Dual Language Coordinator -GEMS (CPS Fellowship)
Museum of Science Industry Cohort and Partnership
Networks Professional Developments
Principal participated in a mentorships program
Case Managers PD and Internal PD for ALL DL Team
Teacher Residency Program
3 Teachers part of a Leadership Program
Restorative Training Cohort III

Dual Language Cohort with K Beeman
Paraprofessional Virtual Professional Development

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

Continue school wide programming like Literacy Night
3rd grade Visualization Strategies with community Artists
Parent Workshops on unpacking Common Core
Open Houses providing tips and strategies

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.

Continue Kick-Off To Kindergarten
Meet and Greet with 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.

CIWP Planning
Assessment Calendar Vote
PPLC

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.

Interventionists
Intervention Block integrated in the schedule
Building MTSS Committee
Prioritize for after school support/tutoring English Language Learners and Diverse Learners

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.

Continue student workshops on Internet Safety, Bullying, Sexual Health Education
Continue organic garden

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.

Parents are involved in planning, monitoring the process of the school improvement through the following opportunities:

1. Monthly LSC meetings scheduled in evening times: ILT make semester updates on the progress of the CIWP priorities.
2. Beginning of the year Open House and State of the School Address.
3. BAC, PAC, and NCLB monthly meetings
4. My School, My Voice Parent Survey
5. Middle School High School Parent meetings Fall
6. Dual Language parent meetings
7. Structured parent volunteer program, supported by community organization, LSNA and Darwin Parent Volunteer Training and Support
8. Adult-Parent education classes such as GED, ESL, Computer, Health/Nutrition and Parenting
9. Reading, Math, and Science strategies workshops for parents
10. Leadership Days
11. Survey issued during parent meeting
12. Suggestion/feedback boxes in both buildings At the end of each parent workshop we provide all participants with an evaluation sheet for feedback to improve the quality of services.

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

At the beginning of each year the principal calls parents for a meeting to organize the NCLB, PAC, and BAC committees. At this meeting parents select their representatives for chair and co-chair for each of the committees and develop the monthly schedule for their meetings. The principal present at this initial meeting, the Title I Parent budget and the allocations approved by the LSC for the current school year. The meetings are advertised in our monthly bilingual newsletters, parents bulletin board, and in the school website. The school's first Title I Annual meeting was September 27th, 2019. The title I organizational PAC

meeting was held September 27th, 2019. Darwin's first annual Title I and PAC meeting for 2020 will take place September 2020.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Darwin's administration is present at every PAC meeting. We also follow an open door policy and welcome parents and community members at any time. The school's administration facilitates daily time for parent/teacher meetings that may occur during preparation time or on scheduled times per parent request. The PAC meets monthly and invitations are sent home with students. The school has two suggestion/feedback boxes at the entrance of both buildings. Parents will be directed to work with any of the committee and its members that align to the request made. If it is an issue that may pertain to the classroom, parents will be directed to have a discussion with the classroom teachers.

Virtual Parent Townhalls (Check-In Surveys)
Parent Lighthouse (Pluses and Deltas)

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 facilitates the delivery of the student academic performance report supplied by the State of Illinois and the district. We report to parents the children academic progress during parents/teachers conferences twice a year. In addition, the school administration call for an Open House and State of the School community meeting in the fall to report the school status based on data generated the previous year. At this meeting, the school administration, presents the academic goal setting for the year and the action plan to reach them. A part from the student/parent conferences, parents are provided with primary progress reports during the beginning of year and middle of year testing.

BOY and MOY for Primary Families
MOY for ALL Families
EOY for all Families

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

The school follows the established CPS protocol and procedures to ensure parents receive the communication about "Highly Qualified" teacher and the "Right to Know" status letter at the beginning of the school year.

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.

During the School's Open House and State of the School teachers share grade-level expectations and curriculum with parents. Parent/Teacher conferences are required to address students' need for improvement and a remediation plan is generated with parent input and signed by parent, student, teacher and an administrator when required. During the school year informational meetings are scheduled

to support parents to understand the curriculum and data driven instruction interventions. Principal bulletins are also shared with parents in order to inform parents of the instructional initiatives taking place and how parents can support their children in those instructional initiatives.

Parent Open House- Looks Fors Rubrics

Unpacking Common Core Workshops

Understanding Access Testing

Understanding 504 and IEP Plans

6th Grade Success Parent Meeting

BOY for Primary Families

MOY for ALL Families

EOY for All of Families

8th Grade Parent Night (High School Applications)

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.

Darwin School offers daily adult/parent education classes such as GED, ESL health/nutrition, computer, and parenting workshops are held at the school. Darwin offers monthly professional development and workshops for parents covering various topics such as: Parenting, healthy relationships, how to talk to your children, anger management, supervising academic, bully prevention, etc. as well as literacy and math workshops scheduled throughout the year.

Darwin Back to School Meet and Greet- Deliver Classroom Materials, Purchase Uniforms, etc

Kindergarten Parent Meet and Greet

Understanding 504 and IEP Plans

BOY Primary Meeting- Interpreting TRC and Dibels

MOY Parent Meeting

EOY Parent Meeting

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.

Darwin School values our parent support and volunteering work. There is a formal structure at Darwin, a parent volunteer program supported by LSNA, Logan Square Neighborhood Association community organization. The administration acknowledges parents' contribution, support and volunteering work in parent meetings and in monthly LSC meetings as well. The administration shares in faculty the meetings the consistent contribution the parents volunteer and parent mentors provide to the school success. Parents are acknowledged at the end of the year as the school administration participates in the State Parent Mentor Graduation. The principal presents a certificate and small token of appreciation to each parent volunteer and parent mentors at the end of the school year. Behavioral and academic protocol requires staff members to reach out to parents whenever necessary. Administration requires and encourages parent engagement amongst staff members as much as possible when applicable.

Noche de Cultura

8th grade success night

Parent Lighthouse - Parents Contributions and 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.

Through our preschool programs (Ready to Learn) the school invites parents to participate in daily class activities. Parent/teacher conferences are scheduled regularly to facilitate collaboration.
Parent are welcome to volunteer or visit the school classrooms any time. Teachers' teams coordinate literacy, math, and science night for families. Darwin holds annual curriculum night in literacy, math, and science. Early childhood host end of unit parent
Kick-Off to Kindergarten
Polar Express Literacy Night
Math Night
Gingerbread Houses
Valentine's Day Mailboxes

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 generates monthly bilingual newsletters and distribute them to the entire school via students backpack. The school website is constantly updated to displays current information. Monthly meetings such as LSC, BAC, PAC, and NCLB are publicized on every exit doors around the school at least two days prior to the meeting date. Informational meetings are established to assure parents become aware of programs by coordinating with the LSC meetings.
Leader in Me Family Newsletter

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.)

Darwin Elementary provides a positive, safe, and academically rigorous environment that allows each student to take ownership for their learning. We strive to build confident, strong, and successful leaders by giving students a voice that empowers them to become lifelong learners and contributing members of a changing society.

?Where leaders are grown?
Student Newscast
Winter and Spring Concerts

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 conduct one-to-one parent/teacher conferences formally twice a year. Prior to conferences, teachers develop specific plans or intervention that addresses students' specific needs for improvement. These plans are based upon review and collection of data that reflect students' academic performance. During the conference, teachers will review students' strengths and areas of deficiencies, describing next steps in the remediation process. The two mandated teacher/parent conferences are as scheduled on the CPS Calendar for fall and spring.
Parent Conferences held on individual basis to address concerns of Tier 3 Students

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

8th Grade Townhalls held with students to discuss On- Track
3-8th On-Track Reports Shared with families (Behavior, Attendance, Grades)
Attendance On-Track meetings for students at risk

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

Darwin School has an open door policy and welcome parents every day. Parents can request to meet with teachers via walk-in, daily before the instructional day begins or after dismissal time, phone call, and or email. Parents can request to meet teachers, via appointments during the teachers' preparation time or a school administrator at any time.

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.

Parent Volunteerism Trainings for all levels of support (Field Trips, Classroom, etc)
Parents can participate as volunteers to support: 1. Teachers in classrooms and tutoring students 2. Lunchroom duties, universal breakfast in the classrooms, and during parent meetings (set up and organization) 3. Parent patrol (providing safety on external school grounds and perimeters). Prior to becoming tutors, they must follow all CPS compliance, such as fingerprinting, background checks, interviews, and training. Ms. Ines Diaz, our parent coordinator initiates and reviews all related processes and activities.

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

Attend and participate in Family Nights to show how to help your child Polar Express Literacy Night, Eric Carl's Math Night

ASPEN Trainings and support during Parent Conferences
PAC Workshops: Understanding 504 and IEP Plans, Unpacking Common Core
Leader in Me Monthly Newsletter
Darwin Back to School Meet and Greet- Deliver Classroom Materials, Purchase Uniforms, etc
Kick-Off to Kindergarten for Pre-K Students
Primary Open House

Darwin requests parents to support students' academic successes via monitoring students' attendance and punctuality, class work and homework assignments, and monitoring a positive responsive behavior (PBIS- Positive Behavior Intervention and Supports) and the Leader in Me home implementation.

Darwin has developed a partnership with Logan Square Neighbors Association (LSNA) where mentor parents receive intensive training to assist teachers as instructional aides.

Parents can attend monthly PD and workshops held by field experts; topics including not limited to reading strategies, assessment information and interactive activities that educate and provide parents with academic support for their students. All topics are derived based on data analyzed by the data team. Darwin has a partnership with Wright College to provide parents daily ESL and GED classes

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

Virtual Town halls (Parent Check-In Surveys)
Parent Lighthouse Meetings (Pluses and Deltas)
Parent Surveys at the completion of PAC/BAC Workshops and Meetings

Parents can provide suggestions and recommendations via Local School Council (LSC) during monthly meetings.

Parents with students who are at risk or performing below standard play an active role in planning for strategic, remediation plans with the classroom teachers quarterly (report cards) and every 5 weeks (progress reports) and with additional meetings as needed. Parents of students with special needs meet with their special education provider, school counselor, and all associate professionals to review, develop and/or amend students Individual Education Plan (IEPs), annually as mandated with additional meetings as needed.

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).

Continue Attendance Assemblies, Leader of the Week, Classroom Shout Outs, School Leaders, Tiger Tickets and monthly Leadership Store Visits, Student NewsCast, 5/6th Dance, 7/8th Dance, Weekly Workouts for Tier 2 and 3 Students, 8th grade Townhall Meetings, 6th Grade Success Meeting, Student Lighthouse

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.

To support Darwin's monthly parent meetings with supplies, refreshments and speakers.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$2284.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot	\$0.00

	be placed in the main office or where staff and students have access too. To by used only by parents.	
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