

# Christian Ebinger Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Serena Klosa	Principal	sdpeterson@cps.edu	Has access
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Matt Jones-McCann	Teacher	mmjones28@cps.edu	Has access
Sarah Norton	Teacher	slnorton@cps.edu	Has access
Julie McConnell	Special Ed Teacher	hemchugh1@cps.edu	Has access
Greg Spadoni	IB Coordinator	gjspadoni@cps.edu	Has access
Patricia Boyle	Teacher	ppkozak-boyl@cps.edu	Has access

### Team Meetings

Date	Participants	Topic
02/08/2020		SEF

### 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

- 4 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 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
  - 4 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** PPLC, ILT, MTSS teams are all teacher led. Teachers are asked continuously for
- 4 - Structure for Continuous Improvement
  - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 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
  - 4 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:**

## Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards

- 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 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
- **Evidence:** -Classroom Library Inventory (inventory all multicultural literature for staff to reference) - School wide purchases to enhance classroom libraries (culturally relevant books) -Ongoing SDG (sustainable development goals) curriculum - Annual IB community projects -Comprehensive Units K-5 -IB Units 6-8 - Everyday Math Units aligned to common core -LEAD 180 toolkit to align curriculum -Achieve 3000 -iReady -Ready Common Core -Science curriculum aligned to NGSS and NCCSS standards -Read 180 -1:1 chromebooks -Foundations - LLI -iPad carts in primary -Authentic Learning Experiences - White Pines, NYC, and DC, Milwaukee, Chicago History Museum, Springfield -SEL exploratory class K-4 - SEL standards embedded into weekly lesson plans -Counselor led small groups - Supportive Schools Certification -SDG Night -STEAM Night
- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 4 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 4 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:** -Progress Monitoring (Mclass, dibels, TRC, BAS, Bridges, Foundations, LLI, iReady) -SDG Projects -STEAM Projects -IB Community Projects -Responsive Classroom -Self Reflection Rubrics -IB Learner Profile Awards K-8 -Spelling Bee -Geo Bee -IB ATL's embedded in teaching -Inclusion model for DL and EL students - Balanced schedule -Executive Functioning PD practices applied -CICO -Math Talks -Guided Practice
- 3 - Balanced Assessment and Grading
  - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners

- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 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:** Professional Development on fair and equitable grading practices. Uniform categories weights and names, no zero policy and no more extra credit for individuals.
- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 4 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)
  - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 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)
  - 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)
  - 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)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 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)
  - 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)
  - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)

- 3 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 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)
- 4 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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)
- 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)
- **Evidence:** -Structured systems and documentation are in place for Tier I, II, and III interventions. Teachers tier students on a quarterly basis based on triangular data. Students within Tier III are encouraged to meet with the MTSS team to review assessments, records, classroom performance, SEL information, as well as overall hypothesis pertaining to root cause identification and analysis. Teachers coming to the MTSS team complete a problem solving "worksheet" and are required to bring documentation to support the fidelity of their interventions. Additional areas of need are to tighten up such procedures, creating more universal files and tracking systems, as well as linking the school developed tracker to ASPEN. - Administration is in support of the MTSS team. Administration has purchased multiple research-driven interventions, specifically Foundations, LLI, Bridges, and Rush Executive Functioning, as well as provided certified PD for all staff delivering these interventions. Administration has funded the stipend for an MTSS coordinator, as well as an MTSS team, which meets on a weekly basis. When able, administration attends weekly meetings and also debriefs with coordinator on a weekly basis to address ongoing needs and how best to relay change and mandates to the staff as a whole. -The MTSS team is diverse in makeup; composed of two special education teachers, a case manager, a primary teacher, intermediate teacher, social worker. The middle school position is currently vacant, which is identified as a needs, as well as the addition of a kindergarten/ first grade teacher. The team is currently in the process of reviewing MOY SAM data to develop short-term and long-term goals for the team. -During the 2018-2019 and 2019-2020 school year, funding and professional development allowed the implementation of Foundations, LLI, Bridges, and Rush executive

functioning as universal modes of research-driven interventions and curriculum. Scott Neil has been working school-wide with K-5 staff to develop rigorous and differentiated and standard-driven ELA instruction. Looking ahead, "tightening up" of these procedures, specifically fidelity checks, development of consistent differentiation and small group instruction will further support the work of the MTSS team. -A notice has been developed to inform parents of their child's involvement in MTSS. Records of students' progress on district-based assessments are routinely provided to parents. A formal mode of gauging parent feedback has not yet been developed.

- 4 - Transitions, College & Career Access, & Persistence
  - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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
  - **Evidence:** Success Bound

## 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)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** -Responsive Classroom Model -Morning Meetings -Daily Share Out - Counselor Led Groups -Student Council -Pineapple Chart - peer observations -My School My Voice Survey -Staff Breakfast -Holiday Gift Exchange - Class Trips (White Pines, NYC, DC, Springfield)
- 4 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 4 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 4 Engage with their community
  - 4 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** -STEAM Night -SDG Night -IB Community Projects -School Musicals - Student Council -Special Gifts Theater -Edison Park neighborhood field trip -Class Trips - White Pines, DC, NYC, Springfield -After School Programs -Book Drive -Coat Drive -Spirit Week
- 4 - Physical and Emotional Safety

- 4 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:** -Responsive Classroom -Morning Meetings -Share Outs -Security Guard -Off Duty Parent Volunteers -Allergy Committee -Full Time Social Worker -School Core Values
- 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)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** -CICO -Restorative Practices -Logical Consequences -Responsive Classroom -Individual Behavior Plans -Parent Teacher Student Conferences - Student/Staff Handbooks
- 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)
  - 4 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)
  - 3 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:** -Ebinger Foundation -LSC -PTA -Girl Scouts -Boy Scouts -Daughter's Choice Dance -Women's Club -Men's Club -STEAM Night -SDG Night -Special Gifts Theater -Communication Logs -Room Ambassadors -Newsletters -Teacher Websites -Parent Teacher Conferences -News You Can Use -Track-a-thon -Social Media - Twitter/Facebook

## School Excellence Framework Priorities

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

## Vision metrics



<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>Vision: NWEA Attainment G2 (Math)</p> <p>This was the first year we did not have attainment in the 90%. This group of students has a high percentage of students with IEPs that's why we chose to focus on them.</p>	Overall		85.00	90.00
	Students with IEPs		55.00	60.00
<p>Vision: Attendance Rate</p> <p>This has been an ongoing issue with our school.</p>	Overall		95.50	95.70
<p>SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)</p> <p>Our overall attainment is always in the 90's. We have certain grade levels and subject levels that bring our overall growth down such as 6th grade math and 3rd grade math.</p>	Overall		70.00	75.00
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>With only 30+ students who are considered EL Learners this was disappointing to us.</p>	Overall		50.00	60.00
(Blank)				

**Required metrics (Elementary) (33% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<p><b>My Voice, My School 5 Essentials Survey</b></p> <p>Continue our work to increase our supportive environment score. Continue to be a well organized school.</p>					

**Custom metrics (0% complete)**

<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

# Strategies

## Strategy 1

If we do...	continue to improve planning and delivery of instruction throughout our core subjects
Then we see...	an increase in the development of units and assessments and an increase in whole school and individual academic gains.
which leads to...	Sustainable teaching units, consistent delivery of instruction, and student growth in formative and summative assessments.
Budget Description	
Tags	Curriculum, Instruction, MTSS, Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Continue to implement balanced literacy in grades K-8 Tags:</li> <li>• (Behind) Implement vertically aligned units of study using CCSS. Tags:</li> <li>• (On-Track) Development of IB units of Study Tags:</li> <li>• (On-Track) Implementation of research based literacy curriculum Wilson Foundations and or Just Words and provide professional development for all staff. Tags:</li> <li>• (On-Track) Achieve 3000 in Grades 4 and 5 Tags:</li> <li>• (On-Track) Weekly Grade Level Meetings to supplement professional development Tags:</li> <li>• (On-Track) ILT will continue to create learning cycles on school wide instructional needs based on data. Tags:</li> </ul>

- (Not started) Provide an academic after school program

Tags:

- (Not started) Continue to purchase literacy materials that support teacher created units of study and are culturally aware and relevant to our school community.

Tags:

- (On-Track) Continue to support high level vocabulary instruction using Wordly Wise.

Tags:

- (Behind) ALL teachers will document MTSS interventions using an online tracker to identify students in tiers 2 and 3 in the areas of reading, math and SEL.

Tags:

- (Not started) A MTSS committee will meet weekly to support teachers in their delivery of differentiated instruction for students in tiers 2 and 3. Grade levels will meet monthly to discuss those students.

Tags:

- (On-Track) SEL standards will be considered and added to all lesson plans and units.

Tags:

- (On-Track) Student grades will be comprehensive and reflective of the teaching and learning for each quarter. Teachers will continue to implement a no zero policy and also offer extra credit for ALL to ensure equitable grading practices.

Tags:

- (Behind) Teachers and students will continue to connect the UNs Sustainable Developmental Goals to core units. Students will share public service announcements each day. There will be a SDG Family Night held in the spring.

Tags:

- (On-Track) Teachers will continue to practice Responsive Classroom protocols in order to provide for a student-centered learning environment that is supportive for all students.

Tags: OSEL: Supportive and Equitable Discipline Practices

## Strategy 2

If we do...	To improve mathematical and scientific knowledge by focusing on the cognitive demand, give access to content, agency, and use of assessment AND increase the the opportunity for inquiry based learning
Then we see...	.Students who are able to communicate mathematically with confidence in the academic setting and everyday life. In addition, an increase of students exploring and possibly pursuing careers in STEM related courses of study.
which leads to...	Students who are able to communicate mathematically with confidence. In addition an increase of student exploring and possibly pursuing careers in STEM related course of study.
Budget Description	STEAM committee, PD on Math Talks, Before and After school programs
Tags	Science: Student Discourse, STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>• (Not started) School Wide Family STEAM Night Tags:STE(A)M Schools: Instructional Approach (SSS4)</li> <li>• (Not started) Science Fair Club Tags:Science: Student Discourse</li> <li>• (Not started) Purchase periodicals to support literacy instruction in math and science. Tags:Science: Curriculum, Math: Curriculum</li> <li>• (On-Track) Continue to use Math Talks at the beginning of most math periods. Tags:Math: Student Discourse</li> <li>• (On-Track) K-2 Staff to continue for one more year participating in a research study called Math For All. Tags:Math: Equitable Access</li> <li>• (On-Track) Create and implement assessments that measure student understanding of content and the inquiry based process. Tags:Assessment: Checkpoint Student Assessment System</li> <li>• (Not started) Continue to purchase science materials that provide for an inquiry-based learning environment and provide professional development for our staff.</li> </ul>

	<p>Tags:Science: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Create and implement assessments that measure student understanding of content and the inquiry based process.</li> </ul> <p>Tags:Science: Rigorous Tasks, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> <li>(On-Track) Use iReady as a personalized learning tool and Khan Academy when appropriate.</li> </ul> <p>Tags:Personalized Learning: Tailored Learning/Differentiation</p>
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**Strategy 3**

If we do...	Continue /build teacher capacity around developing units and delivering instruction using the IB framework
Then we see...	understanding the relationship between IB MYP and PYP and the Common Core Standards
which leads to...	interdisciplinary units that are student centered that increase students ability to be globally minded.
Budget Description	Support from MGIB for MYP and adding PYP. IB Coordinator and World Language instructors.
Tags	Instruction, MGIB: IB
Action steps	<ul style="list-style-type: none"> <li>(On-Track) Provide parents and students with an IB report card twice a year.</li> </ul> <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> <li>(On-Track) Teachers in the IB Middle Years Programme will receive IB training.</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(On-Track) Teachers will develop IB units of study using the IB Framework that are intentionally aligned (standards, IB Criteria, ATL Skills, etc.), interdisciplinary, inclusive (EL, DL, etc.), globally focused, and authentic.</li> </ul> <p>Tags:Curriculum</p> <ul style="list-style-type: none"> <li>(On-Track) World Language (Spanish) instruction provided for all years of the IB Programme.</li> </ul> <p>Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p>

	<ul style="list-style-type: none"> <li>(Not started) ALL 8th grade IB students will continue to improve on their community project outreach.</li> </ul> <p>Tags:Family &amp; Community Engagement</p>
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**Strategy 4**

If we do...	commit to enhancing student learning by providing arts instruction to all students.
Then we see...	integration of the arts and a more comprehensive curriculum
which leads to...	creating opportunities to showcase student growth in all areas of the arts. Students in this program will: learn and grow in multiple art forms, develop cultural awareness and understanding, make connections between arts learning and other subject areas, and are exposed to arts opportunities and environments, both in and out of the Chicago community.
Budget Description	Magnet Fine Arts Positions - Art and World Language
Tags	Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, MGIB: Magnet Programs
Action steps	<ul style="list-style-type: none"> <li>(Behind) Integration of arts into the curriculum at all grade levels aligned with NCCS. Tags:Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide</li> <li>(Cancelled) Provides middle school students with the opportunity to participate in a no cut school musical. Tags:Arts Education: Equitable Access to the Arts</li> <li>(Cancelled) Provide students with the opportunity to participate in a fee based strings and band program in grades K-8 Tags:Arts Education: Artistic Literacy, Arts Education: Embedding the Arts School-Wide</li> <li>(Postponed) Partner with arts organizations to bring in teaching arts, residency programs and in-school performances for students. Tags:Arts Education: Community and Career Connections (F/PA #6)</li> <li>(Postponed) Create opportunities for students to share what they learn and create in arts classes, concerts, visual art shows and plays.</li> </ul>

	<p>Tags:Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide</p> <ul style="list-style-type: none"> <li>• (On-Track) Continue to build leadership capacity within the Ebinger staff in the form of arts liaison and magnet cluster lead teacher.</li> </ul> <p>Tags:Arts Education: Mission Driven, Distributed Leadership (F/PA #1)</p> <ul style="list-style-type: none"> <li>• (On-Track) Fine arts programs will adhere and embrace the same equitable grading practices in their classes as our core program.</li> </ul> <p>Tags:Arts Education: Assessment in the Arts</p> <ul style="list-style-type: none"> <li>• (On-Track) Provide high quality fine arts instruction to all students in the form of music and art classes.</li> </ul> <p>Tags:Arts Education: Building a Student-Centered Arts Classroom, Arts Education: High-Quality Classroom Practice - Single Strand Arts Education (F/PA #4)</p> <ul style="list-style-type: none"> <li>• (On-Track) Provide high quality fine arts instruction to all students in the form of music and art classes.</li> </ul> <p>Tags:Arts Education: Building a Student-Centered Arts Classroom, Arts Education: High-Quality Classroom Practice - Single Strand Arts Education (F/PA #4)</p>
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## Action Plan

### Strategy 1

On-Track Nov 09, 2020

Continue to implement balanced literacy in grades K-8

Jul 01, 2020 to Jun 30, 2022 - ILT, PPLC, Admin

Behind Nov 09, 2020

Implement vertically aligned units of study using CCSS.

Jul 01, 2020 to Jun 30, 2022 - ILT, PPLC, Admin

On-Track Nov 09, 2020

Development of IB units of Study

Jul 01, 2020 to Jun 30, 2022 - IB Coordinator, MYP Staff

On-Track Nov 09, 2020

Implementation of research based literacy curriculum Wilson Foundations and or Just Words and provide professional development for all staff.

Jul 01, 2020 to Jun 30, 2022 - Admin, K-2 Staff, K-5 DL Staff

On-Track Nov 09, 2020

Achieve 3000 in Grades 4 and 5

Jul 01, 2020 to Jun 30, 2022 - Admin, Staff in grades 4 and 5

On-Track Nov 09, 2020

Weekly Grade Level Meetings to supplement professional development

Jul 01, 2020 to Jun 30, 2022 - Admin, PPLC, MTSS committee, ILT

On-Track Nov 09, 2020

ILT will continue to create learning cycles on school wide instructional needs based on data.

Jul 01, 2020 to Jun 30, 2022 - ILT, PPLC, Admin

Not started Nov 09, 2020

Provide an academic after school program

Jul 01, 2020 to Jun 30, 2022 -

Not started Nov 09, 2020

Continue to purchase literacy materials that support teacher created units of study and are culturally aware and relevant to our school community.

Jul 01, 2020 to Jun 30, 2022 -

On-Track Nov 09, 2020

Continue to support high level vocabulary instruction using Wordly Wise.

Jul 01, 2020 to Jun 30, 2022 -

Behind Nov 09, 2020

ALL teachers will document MTSS interventions using an online tracker to identify students in tiers 2 and 3 in the areas of reading, math and SEL.

Jul 01, 2020 to Jun 30, 2022 -

Not started Nov 09, 2020



A MTSS committee will meet weekly to support teachers in their delivery of differentiated instruction for students in tiers 2 and 3. Grade levels will meet monthly to discuss those students.

Jul 01, 2020 to Jun 30, 2022 -

On-Track Nov 09, 2020

SEL standards will be considered and added to all lesson plans and units.

Jul 01, 2020 to Jun 30, 2022 -

On-Track Nov 09, 2020

Student grades will be comprehensive and reflective of the teaching and learning for each quarter. Teachers will continue to implement a no zero policy and also offer extra credit for ALL to ensure equitable grading practices.

Jul 01, 2020 to Jun 30, 2022 -

Behind Nov 09, 2020

Teachers and students will continue to connect the UNs Sustainable Developmental Goals to core units. Students will share public service announcements each day. There will be a SDG Family Night held in the spring.

Jul 01, 2020 to Jun 30, 2022 -

On-Track Nov 09, 2020

Teachers will continue to practice Responsive Classroom protocols in order to provide for a student-centered learning environment that is supportive for all students.

Jul 01, 2020 to Jun 30, 2022 - Admin, PPLC, MTSS committee, ILT

## **Strategy 2**

Not started Nov 09, 2020

School Wide Family STEAM Night

Jul 01, 2020 to Jun 30, 2022 - ILT, PPLC, Admin

Not started Nov 09, 2020

Science Fair Club

Jul 01, 2020 to Jun 30, 2022 - Admin

Not started Nov 09, 2020

Purchase periodicals to support literacy instruction in math and science.

Jul 01, 2020 to Jun 30, 2022 -

On-Track Nov 09, 2020

Continue to use Math Talks at the beginning of most math periods.

Jul 01, 2020 to Jun 30, 2022 -

On-Track Nov 09, 2020

K-2 Staff to continue for one more year participating in a research study called Math For All.

Jul 01, 2020 to Jun 30, 2022 -

On-Track Nov 09, 2020

Create and implement assessments that measure student understanding of content and the inquiry based process.

Jul 01, 2020 to Jun 30, 2022 -

Not started Nov 09, 2020

Continue to purchase science materials that provide for an inquiry-based learning environment and provide professional development for our staff.

Jul 01, 2020 to Jun 30, 2022 -

Not started Nov 09, 2020

Create and implement assessments that measure student understanding of content and the inquiry based process.

Jul 01, 2020 to Jun 30, 2022 -

On-Track Nov 09, 2020

Use iReady as a personalized learning tool and Khan Academy when appropriate.

Jul 01, 2020 to Jun 30, 2022 -

### **Strategy 3**

On-Track Nov 09, 2020

Provide parents and students with an IB report card twice a year.

Jul 01, 2020 to Jun 30, 2022 - ILT, PPLC, Admin, IB Coordinator

On-Track Nov 09, 2020

Teachers in the IB Middle Years Programme will receive IB training.

Jul 01, 2020 to Jun 30, 2022 - ILT, PPLC, Admin, IB Coordinator

On-Track Nov 09, 2020

Teachers will develop IB units of study using the IB Framework that are intentionally aligned (standards, IB Criteria, ATL Skills, etc.), interdisciplinary, inclusive (EL, DL, etc.), globally focused, and authentic.

Jul 01, 2020 to Jun 30, 2022 - ILT, PPLC, Admin, IB Coordinator

On-Track Nov 09, 2020

World Language (Spanish) instruction provided for all years of the IB Programme.

Jul 01, 2020 to Jun 30, 2022 -

Not started Nov 09, 2020

ALL 8th grade IB students will continue to improve on their community project outreach.

Jul 01, 2020 to Jun 30, 2022 -

#### **Strategy 4**

Behind Nov 09, 2020

Integration of arts into the curriculum at all grade levels aligned with NCCS.

Jul 01, 2020 to Jun 30, 2022 - Fine Arts Teachers, Admin, and PPLC

Cancelled Nov 09, 2020

Provides middle school students with the opportunity to participate in a no cut school musical.

Jul 01, 2020 to Jun 30, 2022 - Fine Arts Teachers, Admin, and PPLC

Cancelled Nov 09, 2020

Provide students with the opportunity to participate in a fee based strings and band program in grades K-8

Jul 01, 2020 to Jun 30, 2022 - Fine Arts Teachers, Admin, and PPLC

Postponed Nov 09, 2020

Partner with arts organizations to bring in teaching arts, residency programs and in-school performances for students.

Jul 01, 2020 to Jun 30, 2022 - Fine Arts Teachers, Admin, and PPLC

Postponed Nov 09, 2020

Create opportunities for students to share what they learn and create in arts classes, concerts, visual art shows and plays.

Jul 01, 2020 to Jun 30, 2022 - Fine Arts Teachers, Admin, and PPLC

On-Track Nov 09, 2020

Continue to build leadership capacity within the Ebinger staff in the form of arts liaison and magnet cluster lead teacher.

Jul 01, 2020 to Jun 30, 2022 - Fine Arts Teachers, Admin, and PPLC

On-Track Nov 09, 2020

Fine arts programs will adhere and embrace the same equitable grading practices in their classes as our core program.

Jul 01, 2020 to Jun 30, 2022 - Fine Arts Teachers, Admin, and PPLC

On-Track Nov 09, 2020

Provide high quality fine arts instruction to all students in the form of music and art classes.

Jul 01, 2020 to Jun 30, 2022 - Fine Arts Teachers, Admin, and PPLC

On-Track Nov 09, 2020

Provide high quality fine arts instruction to all students in the form of music and art classes.

Jul 01, 2020 to Jun 30, 2022 - Fine Arts Teachers, Admin, and PPLC

## **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.

[X]

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.**

(Blank)

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

(Blank)

**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.**

(Blank)

**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).**

(Blank)

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

(Blank)

**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.**

(Blank)

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

(Blank)

**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.**

(Blank)

**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.**

(Blank)

**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.**

(Blank)

**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.**

(Blank)

## **ESSA Targeted Assistance Program**

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## **Parent Involvement and Schoolwide Programs**

I verify that the statement below is correct

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

## **Parent and Family Plan**

### **Parent and Family Engagement Policy (Complete)**

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

We will report out to families at each monthly LSC Meeting.

**The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting**

We do not have Title 1 monies.

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

We will hold monthly 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.**

We will not be able to do this next year because of COVID 19 Closure.

**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.**

We do not have any educators who are not highly qualified.

**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.**

We do not receive Title 1 monies.

**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.**

We do not receive Title 1 monies.

**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.**

We will continue to have parent groups such as the PTA, Foundation, LSC, and Men's and Women's Club.

**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.**

We do not have Title 1 monies for these programs.

**Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.**

We will do as necessary.

### **Policy Implementation Activities**

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

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

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

**<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

**Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)**

N/A

### **School-Parent Compact (Complete)**

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**

he Mission of Ebinger Elementary School

All students graduating from Ebinger will have a clear understanding of their own strengths and passions for learning, allowing each child the opportunity to identify and pursue his or her individual goals for college and career readiness.



Ebinger's professional learning community will focus on learning by working collaboratively and holding ourselves accountable for results that fuel continual learning in all content areas.

We will strive to accomplish this for each child by:

- Focusing on the development of the whole child:academically, emotionally, and socially;
- Ensuring that students of all ability levels learn through engaging and authentic experiences;
- Building strong relationships among Ebinger's students, teachers, and families that foster a nurturing learning community;
- Developing dynamic partnerships that provide students with opportunities for extending their learning;
- Fostering an awareness of the responsibilities and opportunities of citizenship in a global community.

**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.**

Fall and Spring - one on one.

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

Every five weeks a progress report or quarterly report card will be sent home.

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

Teachers have daily prep periods to be able to meet with parents. All parents may access a teacher or staff email through the school website.

**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.**

As long as parents are CPS approved volunteers they are welcomed in our school.

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

Our goal is for 100% of our parents to be on parent portal to monitor attendance and grades.

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

Open meetings for LSC/

**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).**

Morning messages, morning announcements and quarterly rewards.

## **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.**

We do not receive funds.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> 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
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00

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