

Richard Edwards Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Raul Bermejo	Assistant principal	rbermejo@cps.edu	Has access
Elpidio Pintor	Teacher	epintor1@cps.edu	Has access
Arturo Jurado	IB coordinator	aejurado1@cps.edu	Has access
Matthew Moline	Assistant Principal	memoline@cps.edu	Has access
Judith Sauri	Principal	jmsauri@cps.edu	Has access
Augustine Stone	Kindergarten teacher	astone1@cps.edu	No Access
Marlin Estrada	dance teacher	mestrada63@cps.edu	No Access
Kathleen Gallagher	3rd grade teacher	kmgallagher@cps.edu	No Access
Manuel Sanchez	8th grade teacher Math	msanchez4@cps.edu	No Access
Maria Gandara	7th 8th DL Teacher	magandara@cps.edu	No Access
Oscar Guiilen	6th grade LA teacher	osguillen@cps.edu	No Access
Alicia Rivera-Laboy	ELPT	arivera9@cps.edu	Has access
Magdalia Acuna	2nd grade teacher	macuna1@cps.edu	No Access
Oriana Wilson	ECYL lead	oywilson@cps.edu	Has access
Adriana Barrera	5th grade teacher	acbarrera@cps.edu	No Access
Jacqueline Tolentino	SPED	jmtolentino@cps.edu	No Access

Team Meetings

Date	Participants	Topic
02/13/2020	Current CIWP team	SEF

Date	Participants	Topic
02/20/2020	CIWP team	Finish SEF
03/02/2020	CIWP team	collect data
03/09/2020	CIWP team	collect data
04/13/2020	CIWP team	sort data
04/20/2020	CIWP team	sort data
04/27/2020	CIWP team	TOA
05/04/2020	CIWP team	TOA
	CIWP team	

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 2 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** PLT meetings, CIWP team reflections
- 2 - Structure for Continuous Improvement

- 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 2 Design professional learning (PL) to achieve school-wide improvement goals
- 2 Design and implement school day schedules that are responsive to student needs
- 2 Align the budget to the CIWP priorities and the mission of the school
- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 1 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Feed back/peer review of units, inclusion of SPED and SPECIALS scheduling, Hiring is a team effort for SPED vacancies, Physical environment needs more consistent refreshing/updating/de-cluttering. Art teachers are putting their effort, there is potential for growth/improvement Ex. School garden.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** UNIT PLANS
- 3 - Instruction
 - 3 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
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** UNIT PLANS
- 2 - Balanced Assessment and Grading

- 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 2 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
- 3 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 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:** UNIT PLANS
- 1 - MTSS
 - 1 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 1 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)
- 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 1 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:** MTSS has been a struggle for the school. We have made some strides this year and are working towards improving it.
- 3 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to

College (HS)) including, but not limited to academic planning/advising to assist with

- **Evidence:** COUNSELOR ACTION PLAN

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** PLT MEETINGS, GRADE LEVEL NOTES
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 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
 - 3 Experience a schoolwide civics culture
 - **Evidence:** STUDENT VOICE COMMITTEE
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** SCHOOL CLIMATE AND CULTURE TEAM
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 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:** DEAN OF DISCIPLINE GUIDELINES
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 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:** AFTER SCHOOL ACTIVITIES, BAC, PAC COMMITTEES

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	3
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	4
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	5
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Math (Grade 2) Starting with 2nd grade would provide a true representation of growth as we move forward for the upcoming school years	Overall		54.00	70.00
SQRP: National School Growth Percentile - Math (Grades 3-8) We selected this metric because we are close to achieving 70 percent and it has a high indicator weight	Overall		70.00	75.00
SQRP: National School Attainment Percentile - Reading (Grade 2) Starting with 2nd grade would provide a true representation of growth as we move forward for the upcoming school years	Overall		58.00	73.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

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

Custom metrics (17% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Healthy Schools Survey Edwards School will continue to implement healthy food choices in order to reach the highest rating for healthy schools.					
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If we utilize our MTSS Team to develop a menu of research based interventions and provide teachers with ongoing professional development and support to help them tier students and provide differentiated instruction in Reading and Math
Then we see...	Then we will see an improvement in the delivery of high quality Tier 1 instruction and differentiated Tier 2 and 3 instruction, an increase in stakeholder engagement, and the implementation of a data-driven support model
which leads to...	By the end of SY21-22, we will see an increase in our 2nd grade math attainment percentile of 8 percentage points per year from the 38th percentile in 2019 to the 54th percentile in 2022 and our 2nd grade reading attainment percentile of 4 percentage points per year from the 46th percentile in 2019 to the 54th percentile in 2022.
Budget Description	Planned weekly PLT sessions to deliver professional development to Professional Learning Teams on Data Meetings and creating common assessments
Tags	Balanced Assessment and Grading, MTSS

Action steps	<ul style="list-style-type: none"> (Not started) Purchase digital licenses (e.g. Happy Numbers, Go Math, Prodigy, Freckle, and Splash etc.) Tags:Math: Curriculum (Not started) Schedule professional development for teachers on digital licenses. Communicate with teachers to ensure implementation of strategies/curriculum. Tags:Teacher Leader Development & Innovation: Teacher Teams (Not started) Meet bi-weekly to Develop Menu of Tier 1and Tier 2 Interventions and plan professional development sessions for teacher teams through MTSS Committee Tags:MTSS: Curriculum & Instruction (Not started) Deliver MTSS Tier 1 and Tier 2 Intervention PD to teachers during PLTs and after school sessions Tags: (Not started) Quarterly communication to students and parents of MAP percentiles and growth targets Tags:Family & Community Engagement
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Strategy 2

If we do...	If we implement structures for analyzing data and engage in professional development on equitable grading, creating common assessments and looking at student work protocols
Then we see...	then we will see an increased stakeholder engagement on data-driven instruction and equitable, standards-based grading practices, which coupled with tiered interventions, will lead to
which leads to...	By the end of SY21-22, we will achieve a 70th national growth percentile in Math on the NWEA assessment.
Budget Description	
Tags	Math: Student Discourse, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> (Not started) Conduct quarterly PD sessions around equitable grading Tags:Balanced Assessment and Grading (Not started) Review On-Track data monthly

	<p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Professional Development on creating and using common formative assessments <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> • (Not started) Professional Development on See It, Name It, Do It protocol for analyzing student work <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Begin to create common assessments and analyze student work using the See It, Name It, Do It protocol and formulate targeted interventions designed to improve student mastery of skills. <p>Tags:Structure for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth</p>
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Strategy 3

If we do...	If we utilize data to support our stakeholders to implement our model of mono and dual language instruction in alignment with our tiered menu of supports
Then we see...	then we will see an improvement in the delivery of high quality instruction, an increase in stakeholder engagement, and the implementation of a data-driven support model
which leads to...	By the end of SY20-21, we will see an increase in our 2nd grade math attainment percentile score to the 52nd
Budget Description	Teachers will focus on literacy strategies to improve overall reading scores. Money will be allocated to host reading enrichment sessions before or after school, also to look at the possibility of opening a K-2 interventionist to assist the primary grade level.
Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Monthly family engagement sessions <p>Tags:Family & Community Engagement</p> <ul style="list-style-type: none"> • (Not started) Develop Menu of Interventions through MTSS Committee <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> • (Not started) Possibility of a K-2 Interventionist <p>Tags:Instruction</p>

	<ul style="list-style-type: none"> • (Not started) Provide PD to ILT members on creating and using common assessments and analyzing student work using the See It, Name It, Do It protocol <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Developing grade level leadership by utilizing ILT members to provide PD to PLTs on creating and using common assessments and analyzing student work using the See It, Name It, Do It protocol. <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Develop a school Culture & Climate Team to carry out CIWP priorities and strategies <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Communicate CIWP priorities and alignment to initiatives at all meetings <p>Tags:Leadership for Continuous Improvement</p>
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Strategy 4

If we do...	If we ensure the delivery of quality instruction through collaboration, targeted professional learning, and data informed stakeholder engagement
Then we see...	then we will see the implementation of a more effective and data driven differentiated support system focusing on the improvement of high quality instruction and increased stakeholder engagement
which leads to...	By the end of SY20-21, we will achieve a 70th national growth percentile in Math on the NWEA assessment.
Budget Description	Team meetings will determine what resources will be needed. Some monies have been allocated for the 20-21sy.
Tags	Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> • (Not started) Communicate CIWP priorities and alignment to initiatives at all meetings <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Conduct Core Visits for constructive instructional feedback <p>Tags:Structure for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth</p>

	<ul style="list-style-type: none"> • (Not started) Communicate school, network, and district initiatives and updates through a weekly newsletter to staff Tags:Structure for Continuous Improvement • (Not started) Initiate administrator-led PLT with PD on a weekly basis Tags:Structure for Continuous Improvement • (Not started) Initiate monthly On-Track data review with development of intervention strategies by grade level PLTs Tags:Structure for Continuous Improvement • (Not started) Creating common assessments and analyzing student work using the See It, Name It, Do It protocol Tags:Structure for Continuous Improvement • (Not started) Provide PD, structures, and resources to Primary classrooms in order to implement all components of Balanced Literacy effectively and with fidelity Tags:Structure for Continuous Improvement, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction
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Strategy 5

If we do...	If we utilize data to support our stakeholders to implement our model of mono and dual language instruction in alignment with our tiered menu of supports
Then we see...	then we will see an improvement in the deliery of high quality instruction, an increase in stakeholder engagement, and the implementation of a data-driven support model
which leads to...	By the end of SY20-21, we will see an increase in our 2nd grade math attainment percentile score to the 52nd
Budget Description	There will be a laser focus with 2nd grade this year when discussing student work and lesson planning. Data will be the driver to assist in planning. We have discussed the possibility of hiring support for the primary grade but that will be contingent on what is left in the budget.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction
Action steps	<ul style="list-style-type: none"> • (Not started) Develop Menu of Interventions through MTSS Committee Tags:MTSS

	<ul style="list-style-type: none"> • (Not started) Quarterly communication to students and parents of MAP percentiles and growth targets <p>Tags: MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) Adopting additional reading materials for learning(leveled readers, guided reading sets) <p>Tags: Literacy: Shift 2-Leveraging Data to Close Gaps</p>
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Action Plan

Strategy 1

Purchase digital licenses (e.g. Happy Numbers, Go Math, Prodigy, Freckle, and Splash etc.)

Jul 01, 2020 to Nov 05, 2020 - administration

Meet bi-weekly to Develop Menu of Tier 1 and Tier 2 Interventions and plan professional development sessions for teacher teams through MTSS Committee

Sep 14, 2020 to Apr 01, 2021 - MTSS committee, teachers

Quarterly communication to students and parents of MAP percentiles and growth targets

Sep 14, 2020 to Dec 18, 2020 - Teachers, admin

Schedule professional development for teachers on digital licenses. Communicate with teachers to ensure implementation of strategies/curriculum.

Aug 24, 2020 to Jun 01, 2021 - administration

Deliver MTSS Tier 1 and Tier 2 Intervention PD to teachers during PLTs and after school sessions

Feb 01, 2021 to Jun 01, 2021 - MTSS committee teachers

Strategy 2

Conduct quarterly PD sessions around equitable grading

Sep 08, 2020 to Jun 01, 2021 - teachers administration

Review On-Track data monthly

Nov 06, 2020 to Jun 01, 2021 - Teachers administration

Professional Development on creating and using common formative assessments

Nov 06, 2020 to Jun 01, 2021 - Teachers administration Network ISL

Professional Development on See It, Name It, Do It protocol for analyzing student work

Nov 06, 2020 to Jun 01, 2021 - Teachers Administration Network ISL

Begin to create common assessments and analyze student work using the See It, Name It, Do It protocol and formulate targeted interventions designed to improve student mastery of skills.

Dec 01, 2020 to Jun 01, 2021 - Teachers Administration

Strategy 3

Monthly family engagement sessions

Sep 07, 2020 to Jun 04, 2021 - Teachers, parent committees

Develop Menu of Interventions through MTSS Committee

Aug 24, 2020 to Dec 18, 2020 - Teachers, admin

Possibility of a K-2 Interventionist

Aug 24, 2020 to Dec 18, 2020 - Teachers, admin

Provide PD to ILT members on creating and using common assessments and analyzing student work using the See It, Name It, Do It protocol

Nov 06, 2020 to Jun 01, 2021 - ILT Admin N8 ISL

Developing grade level leadership by utilizing ILT members to provide PD to PLTs on creating and using common assessments and analyzing student work using the See It, Name It, Do It protocol.

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

Develop a school Culture & Climate Team to carry out CIWP priorities and strategies

Jan 04, 2021 to Jun 01, 2021 - admin C&C team

Communicate CIWP priorities and alignment to initiatives at all meetings

Oct 01, 2020 to Jun 01, 2021 - admin all committees

Strategy 4

Communicate CIWP priorities and alignment to initiatives at all meetings

Oct 01, 2020 to Jun 01, 2021 - admin all committees

Conduct Core Visits for constructive instructional feedback

Dec 01, 2020 to Jun 01, 2021 - Teachers, admin

Communicate school, network, and district initiatives and updates through a weekly newsletter to staff

Sep 21, 2020 to Jun 18, 2021 - admin

Initiate administrator-led PLT with PD on a weekly basis

Nov 01, 2020 to Jun 01, 2021 - admin teachers

Initiate monthly On-Track data review with development of intervention strategies by grade level PLTs

Nov 02, 2020 to Jun 18, 2021 - admin teachers

Creating common assessments and analyzing student work using the See It, Name It, Do It protocol

Jan 13, 2021 to Jun 18, 2021 - admin teachers

Provide PD, structures, and resources to Primary classrooms in order to implement all components of Balanced Literacy effectively and with fidelity

Oct 01, 2020 to Jun 18, 2021 - admin teachers

Strategy 5

Develop Menu of Interventions through MTSS Committee

Aug 24, 2020 to Dec 18, 2020 - Teachers, admin, school psychologist

Quarterly communication to students and parents of MAP percentiles and growth targets

Aug 24, 2020 to Dec 18, 2020 - Teacher, Admin, parents

Adopting additional reading materials for learning(leveled readers, guided reading sets)

Aug 24, 2020 to Dec 18, 2020 - Teachers, admin

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

Frequent parent meetings are held throughout the year at our main K-8 campus and at the Edwards Center for Young Learners, which houses our Pre-K Head Start program and part of Child Parent Center (CPC) initiative. The ESSA committee holds monthly trainings for parents that instruct the parents in subjects including everything from bullying to social emotional well-being to parenting skills. Teachers hold conference with parents and maintain communication in various ways to educate parents in the best ways to support their children's learning.

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

Teachers plan as a grade level and use the UBD strategy to plan for each quarter according to the CCSS. During weekly PLT's, student work is assessed and discussed to improve best practices.

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.

Grades will be provided via progress reports, report cards, and teacher-created communications. Parents and students are also encouraged to view their grades online with Gradebook. We assist parents with setting up access for them. Scores from intermediary assessments such as NWEA, DIBELS, Performance Tasks, etc. are always available to parents upon their request and the availability of this information will be made available by their child's classroom teacher.

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).

The school has allocated funding to have after school tutoring programs in math and reading to at risk students identified by the homeroom teachers. Parents are also notified and are required to assist with specific check-ins developed for the student to help them succeed.

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

There is very little turn over rate at Edwards school. We respect and hear what teachers have to say when items are discussed. We have mentor teachers for newer teachers and allow opportunity for outside PD to be attended by teachers. There is a process they must follow but teachers enjoy the opportunity afforded to them.

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.

PD is looked at carefully and planned according to the input received by the grade levels teams. Some PD is in house and others are brought in through vendors.

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

We will be having quarterly family nights that include the core subject areas of Language Arts, Math, Science and Social studies.

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.

Frequent parent meetings are held throughout the year at our main K-8 campus and at the Edwards Center for Young Learners, which houses our Pre-K Head Start program and part of Child Parent Center (CPC) initiative. The ESSA committee holds monthly trainings for parents that instruct the parents in subjects including everything from bullying to social emotional well-being to parenting skills. Teachers hold conference with parents and maintain communication in various ways to educate parents in the best ways to support their children's learning.

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.

Teacher input is always sought when making decisions regarding the use of academic assessments.

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.

RTi and MTSS will be a focal point for the upcoming school year. Making sure we have the supports needed to have success will be priority

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.

Training opportunities are provided by the Bilingual Action Committee, the ESSA committee, GEAR UP, LSC meetings, CPC meetings, general parent meetings, and parent meetings related to 8th grade graduation and preparation for high school. Teachers discuss the ways students' progress is monitored through classroom progress monitoring, DIBELS, IDEL, mClass Math, NWEA MAP, Imagine Learning, Reading Plus, Lexia, Achieve 3000 and other online intervention programs as well.

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.

The Edwards ESSA Parent Committee meets on a monthly basis for trainings, informational presentations, and for general communication regarding both the instruction of their children and their rights as parents. Additionally, Edwards will continue providing parents with workshops and progress reports that will maintain their awareness of their children's learning. Parents are informed of LSC meetings via phone calls, school newsletters, calendars, and by the standard procedure of posting notifications outside of the school entrances.

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

Edwards will hold a meetings at the beginning of each year, September 18, 2018, for our 20018-19 school year, to provide an opportunity for parents to attend. The Title I programs and ESSA will be explained and parents will be kept current on pertinent issues at meetings that will occur monthly throughout the school year. This will include the Bilingual Committee, the PAC, Strategic Learning Initiative (SLI), ESSA, CPC and other parent workshops. Committees will meet at least once a month for the entirety of the year.

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.

Monthly meeting are held each month with BAC, PAC and LSC.

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.

Grades will be provided via progress reports, report cards, and teacher-created communications. Parents and students are also encouraged to view their grades online with Grade book. We assist parents with setting up access for them. Scores from intermediary assessments such as NWEA, DIBELS, Performance Tasks, etc. are always available to parents upon their request and the availability of this information will be made available by their child's classroom teacher.

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.

Letters informing parents that they may request the ESSA status of teachers are in website of Edwards each year. Parents are informed via this information and at LSC meetings.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents with students participating in ESSA Title 1 funds are made aware of their rights and the services offered their children via IEP meetings, parent meetings, and LSC meetings on a regular basis. We also have an ESSA committee with parent membership involved in educating parents in various issues related to student academic achievement, alternative assessments, how to monitor their child's progress through the Student Portal online, communication sent home by the teacher, report cards, progress reports, and parent/teacher conferences.

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.

Training opportunities are provided by the Bilingual Action Committee, the ESSA committee, GEAR UP, LSC meetings, CPC meetings, general parent meetings, and parent meetings related to 8th grade graduation and preparation for high school. Teachers discuss the ways students' progress is monitored through classroom progress monitoring, DIBELS, IDEL, mClass Math, NWEA MAP, Imagine Learning, Reading Plus, Lexia, Achieve 3000 and other online intervention programs as well.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

During grade level meetings, professional development, and through consistent communication with teachers from administration, the teachers will be instructed in the value of parent involvement. Teachers at Edwards are already familiar with seeing parents as equal partners and this will be sustained and improved via teacher-to-parent communications via phone calls, website, and parent/teacher conferences.

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.

Frequent parent meetings are held throughout the year at our main K-8 campus and at the Edwards Center for Young Learners, which houses our Pre-K Head Start program and part of Child Parent Center (CPC) initiative. The ESSA committee holds monthly trainings for parents that instruct the parents in subjects including everything from bullying to social emotional well-being to parenting skills. Teachers hold conference with parents and maintain communication in various ways to educate parents in the best ways to support their children's learning.

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.

All letters will be sent home in English and in the needed foreign language.

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.)

The mission of Richard Edwards Professional Learning Community is to provide a rigorous academic program for all students who will help create a better and a more peaceful world through intercultural understanding and respect.

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.

Edwards will hold parent-teacher conferences twice a year and welcomes additional meetings at the request of parents, teachers, students and administration.

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

In addition to the LSC, we will meet on a monthly basis to discuss issues related to ESSA, Bilingual Education, Title I and any other topics that prove to be relevant as the school year progresses. Parents are notified of these meetings by phone, newsletter, and calendar. During Open House, parent conferences, and parent meetings as stated above, assessment tools and the curricula of the International Baccalaureate, Bilingual, Early Childhood, and Fine Arts programs will be explained to parents during these times in addition to the many brochures, handouts, and flyers that are sent home in Spanish and English throughout the year.

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

Suggestions, concerns, questions, and any other ideas by parents will be accepted, listened to and discussed in a professional and friendly manner. Parents are welcome to provide us with these in writing, by a personal meeting, by phone call, and during parent committee meetings. Feedback will be given during meetings, by writing, or verbally as soon as possible by administration and staff. Parents and teachers are

concerned to communicate regularly to discuss the best methods for maximizing the educational benefits of their children/students.

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

Parents are highly welcome to volunteer with events, meetings, fundraisers, field trips, tutoring and encouraged to attend PD's the will enhance the learning of their child.

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

?Develop a partnership with their child's teachers and school staff by attending meetings and trainings.
?Support their child academically by reviewing homework, test and projects.
?Getting involved with their child's school activities and committees.
?Getting informed and being an advocate for their child.

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

Parents can go to sports events, concerts, student exhibitions, parent-teacher meetings, parents' night, and awards events, such as a "perfect attendance" celebration. Parents are encouraged to read the information the school sends home, and ask to receive information in their native language if necessary.
Talk to other parents to find out what programs the school offers. Parents can get involved with music programs, after-school activity, sports team, or tutoring programs

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).

The students at Edwards are encouraged to work hard at getting good grades and focusing on a successful year. Next, the students needs to study hard.
Finally, students are provided with incentives for attendance, good grades and positive accomplishments.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

The goal for the next two years will be to include more parent participation in all aspects of the daily school responsibilities.
This will be done through monthly meetings and quarterly family nights with different themes.

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

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>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.</p>	<p>\$2500.00</p>
<p>53405</p>	<p>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.</p>	<p>\$700.00</p>
<p>53205</p>	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$800.00</p>
<p>54125</p>	<p>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)</p>	<p>\$5200.00</p>
<p>54505</p>	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	<p>\$0.00</p>
<p>54205</p>	<p>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.</p>	<p>\$0.00</p>
<p>54565</p>	<p>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.</p>	<p>\$0.00</p>
<p>53510</p>	<p>Postage Must be used for parent and family engagement programs only.</p>	<p>\$100.00</p>
<p>53306</p>	<p>Software Must be educational and for parent use only.</p>	<p>\$0.00</p>
<p>55005</p>	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.</p>	<p>\$0.00</p>

