Franklin Elementary Fine Arts Center 2020-2022 plan summary

Team

Name	Role	Email	Access
Joyce Booker-Thomas	Interm Principal	JABooker@cps.edu	Has access
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Kelley Baum	Intermediate Math Specialis	KLBaum@cps.edu	No Access
Ann Gray	Fine Arts Lead for PLAC	AEHouseworth@cps.edu	No Access
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Libby Robertson	Middle School Lead Teacher	LJRobertson@cps.edu	No Access
Rebeka Barrera	Assistant Principal/Case Manager	REThomas@cps.edu	No Access
Tim Amrein	Math Explorers Teacher	TRAmrein@cps.edu	No Access
Julio Izguerra	Technology Coordinator/Advisor Teacher	JRIzguerra@cps.edu	No Access
Mary Rekuc	Diverse Learners Lead Teacher	MCRekuc@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/28/2020	Principal Leadership Advisory Council - CIWP Team	Completing SEF Plan for CIWP for Jan. 31, 2020 Meeting
01/31/2020	All Staff - Teaching/Non-Teaching	PLAC/CIWP Team Lead the SEF Ratings in 3 Groups, Led by PLAC/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

- 3 - Leadership for Continuous Improvement
    - 2 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)
    - 4 Enable staff to focus and prioritize what matters most
    - 3 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**: See Survey Sheet Notes for Evidence for Findings
- 3 - Structure for Continuous Improvement
    - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - 1 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
    - 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
    - 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)
    - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - **Evidence**: See Survey Sheet Notes for Evidence for Findings

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

- o 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
- o 3 Curriculum connects to real world, authentic application of learning
- o 3 Curriculum is aligned to expectations of the standards
- o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: See Survey Sheet Notes for Evidence for Findings
- 4 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 4 Engage students in learning and foster student ownership
  - o 4 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Evidence Sheets from CIWP Group Ratings Attached
- 3 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Evidence Sheets from CIWP Group Ratings Attached
- 3 - MTSS

- o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
- o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 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)
- o 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- o 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)
- o 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)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Evidence Sheets from CIWP Group Ratings Attached
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Evidence Sheets from CIWP Group Ratings Attached

Quality and Character of School Life

- 4 - Relational Trust
  - o 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)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Evidence Sheets from CIWP Group Ratings Attached
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community

- o 3 Take informed action where they work together to propose and advocate for solutions
- o 3 Experience a schoolwide civics culture
- o **Evidence**: Evidence Sheets from CIWP Group Ratings Attached
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: Evidence Sheets from CIWP Group Ratings Attached
- 4 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 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)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Evidence Sheets from CIWP Group Ratings Attached
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**: Evidence Sheets from CIWP Group Ratings Attached

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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	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**4**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**3**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**0**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**5**

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: % of Students Making Sufficient Annual Progress on ACCESS Even though this is a small percentage of our student population, we chose to focus on this metric because our EL, some of which already have individual education plans in place, this demographic group has historically performed at drastically lower levels than their peers. This population has been growing in numbers, over the last 2 years and we want to focus on how to utilize our small group instruction with a push in model for co-teaching with the general education and our bilingual teachers.	EL		40.00	60.00
	Students with IEPs		25.00	50.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) As the teachers target specific skill deficiencies, shown in the AA and lowers socioeconomic demographic groups, in relation the their non AA/FRL eligible peers, for average groups for reading and math; we will be focusing on key areas that can become "quick gains" to push the students into the meeting and exceeding band. The focus on small group instruction, through the Explorers classes will allow the teachers to ensure they are focusing leveled instruction hone skills. This will directly generate a rise in percentage of students in the meets and exceeds ranges in these specific student groups.	African American		65.00	70.00
	FRL Eligible		65.00	70.00
Vision: NWEA Attainment G2 (Math) Teachers do acknowledge the differences from the Dibels testing in K-1 and that the beginning of NWEA has a level of performance differential in simply getting use tho the method of testing, there is still a large percentage of low attainment levels because of lack of skills, especially in the AA and Latinx demographic population. We have invested in several math curriculum that will allow teachers to meet the students at their skill level and expand their understanding of key grade level standards. We would like to micro-analyse the success of the new curriculum in the transference of scores from the 2nd to 3rd grade in the next 2 years.	African American		35.00	40.00
	Latinx		38.00	43.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Culture and Climate has a few areas that we want to "revamp" in the upcoming years. The SEL component in the counseling program and the school wide focus for discipline is proving to be and area of strength in the SQRP, however with implementation of restorative practices versus punitive actions, this area will get even stronger in building school climate.				5.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
To create an Arts Leadership Team comprising a broad representation of the school community that works to ensure school-wide alignment to the Fine and Performing Arts School Standards of Success. We reviewed the data from the arts team and the members of the PLAC completion of the self-assessment on the Fine and Performing Arts Standards for Success and identified three areas of improvement. We chose to focus on area 2.4: Institutional Capacity.	0.00	2.00		4.00	4.00

Strategies

Strategy 1

If we do...	If we implement new math curriculum, programs, and resources in the math programs adopted, vertically aligned, and teacher directed PD at the school level
Then we see...	a more comprehensive, ladder style instructional program schoolwide
which leads to...	to students learning comprehensively K-8, to be more successful in mastering math standards
Budget Description	Eureka Math - PRIMARY Go Math - SUPPLEMENTAL Math Resource Room PD Days led by FFAC Teachers

Tags	Curriculum, Math: Curriculum
Action steps	• (Not started) Provide Every Classroom with all Instructional Materials within curriculum Tags:Math: Curriculum • (Not started) Provide All Teachers with 6 Years of Data Showing Students Growth Tags:Math: Formative Assessment • (Not started) Provide PD school based with Math Leadership Team Leading on PD Days and Scheduling GLM times to collaborate, using peer observations and peer coaching Tags:Math: Rigorous Tasks

Strategy 2

If we do...	Adopt, Implement, and Perfect a Balanced Grading System School Wide as admin and teachers working together, including Arts Instruction, with Student Created Rubrics, Student Self-Assessment, and Peer Assessment Opportunities School wide
Then we see...	an equitable approach to grading school wide, student ownership of assessment, and assessing mastery not completion
which leads to...	greater student success in local assessments and student mastery will be reflected in meeting growth targets being met
Budget Description	PD Opportunities Original, Authentic Assessment Training
Tags	Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	• (Not started) Staff and Admin PD - Local and Non-Local for Members of the Principal Leadership Advisory Council throughout the years Tags:Assessment: Balanced Assessment and Grading • (Not started) Quarterly Review of Grade books and Assessments with PLAC Academic Team Members Tags:Assessment: Checkpoint Student Assessment System

	• (Not started) Once a Month Teachers Submit an Assessment - A Different Schedule for Arts, PE, Health - that the PLAC team reviews and provides feedback and collaborates with Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning

Strategy 3

If we do...	Implement, focus, and improve structures for differentiated learning K-8 with Math and Reading Explorer Programs, inclusion/co-teaching practices for Diverse Learners, and Stand Alone Art Programs
Then we see...	Student needs being addressed in sub groups, smaller class size
which leads to...	Achieving greater percentage of our students meeting growth targets academically, and achieving mastery of fine arts skills
Budget Description	Schedule That Allows Arts Programming & Explorers Programming School Wide Schedule that Focuses on Diverse Learner Needs Being Met as the Cornerstone of Building the Whole Schedule HR Resources to Provide Explorer Programs, 5 Fine Arts Programs, and Diverse Learner Team to support Co-Teaching/Inclusion Practices
Tags	Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Equitable Access
Action steps	• (Not started) Implement Sustain Explorer Programs in Reading and Math 3-8 Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Equitable Access • (Not started) Implement and Maintain 5 Fine Arts Programs for K-8 Tags:Arts Education: Building a Student-Centered Arts Classroom • (Not started) Develop, Implement, and Evaluate at Each Semester our Co-Teaching, Inclusion Diverse Learner Programs Tags:ODLSS: Instructional Quality

Strategy 4

If we do...	If we structure organization and staff, utilizing grade level leaders, department leaders, and Principal Advisory Council
Then we see...	Staff voice, programs, and needs driving decision making school wide
which leads to...	staff cohesiveness, staff investment, and staff collaboration on programming for leadership improvement, driving SEL & academic success

Budget Description	
Tags	Leadership for Continuous Improvement
Action steps	• (Not started) Implement PLAC Team Yearly, Meet Monthly, and Utilize in all decision making decisions as leadership makes school wide decisions Tags:Leadership for Continuous Improvement • (Not started) Select and Utilize Grade Level & Department Chairs on Leadership teams Tags:Teacher Leader Development & Innovation: Distributed Leadership

Strategy 5

If we do...	Create, Implement, Evaluate classroom and non-classroom SEL structures/behavior standards for school wide consistency
Then we see...	a reduction in disruptive and unproductive student behaviors in classroom and school wide locations
which leads to...	to students having their SEL needs met to increase academic engagement and growth for all students
Budget Description	PD and Training for All Staff Classroom Systems Adopted School Wide System Adopted Assistant Principal and Counselor Working Group to Drive this Work
Tags	Supportive and Equitable Approaches to Discipline
Action steps	• (Not started) PD Opportunities for All Staff in the Areas for Implementing Classroom Strategies for Responsive SEL Strategies School wide Tags:Supportive and Equitable Approaches to Discipline • (Not started) Monthly Review of Discipline Data in Student Logger Led by Barrera & Ignjatovic Tags: • (Not started) School wide Structures & Classroom Structures in Place for Student Expectations and Behavioral Norms and Staff Responsiveness in a Restorative Manner for All Students Tags:

Action Plan

Strategy 1

Provide Every Classroom with all Instructional Materials within curriculum

Jul 01, 2020 to Aug 31, 2020 - Tim Amrein

Provide All Teachers with 6 Years of Data Showing Students Growth

Jul 01, 2020 to Sep 30, 2020 - Tim Amrein & Kelley Baum

Provide PD school based with Math Leadership Team Leading on PD Days and Scheduling GLM times to collaborate, using peer observations and peer coaching

Sep 01, 2020 to Jun 18, 2021 - Tim Amrein, Kelley Baum, and Jill Bertagna

Strategy 2

Staff and Admin PD - Local and Non-Local for Members of the Principal Leadership Advisory Council throughout the years

Aug 31, 2020 to Jun 20, 2022 - Kurt D. Jones & PLAC

Quarterly Review of Grade books and Assessments with PLAC Academic Team Members

Aug 24, 2020 to Jun 20, 2022 - Kurt D. Jones, Rebeka E. Barrera, PLAC

Once a Month Teachers Submit an Assessment - A Different Schedule for Arts, PE, Health - that the PLAC team reviews and provides feedback and collaborates with

Aug 31, 2020 to Jun 20, 2022 - Kurt D. Jones, Rebeka E. Barrera, PLAC, Anne Gray

Strategy 3

Implement Sustain Explorer Programs in Reading and Math 3-8

Aug 24, 2020 to Jun 20, 2022 - Kurt D. Jones, Tim Amrein

Implement and Maintain 5 Fine Arts Programs for K-8

Aug 24, 2020 to Jun 20, 2022 - Kurt D. Jones, Anne Gray

Develop, Implement, and Evaluate at Each Semester our Co-Teaching, Inclusion Diverse Learner Programs

- Rebeka E. Barrera, Mary Rekuc, Kelley Baum

Strategy 4

Implement PLAC Team Yearly, Meet Monthly, and Utilize in all decision making decisions as leadership makes school wide decisions

Aug 24, 2020 to Jun 27, 2022 - Kurt D. Jones, Rebeka E. Barrera

Select and Utilize Grade Level & Department Chairs on Leadership teams

Aug 24, 2020 to Jun 27, 2022 - Kurt D. Jones, Rebeka E. Barrera

Strategy 5

PD Opportunities for All Staff in the Areas for Implementing Classroom Strategies for Responsive SEL Strategies School wide

Aug 24, 2020 to Jun 20, 2022 - Rebeka E. Barrera Tamara Ignjatovic

Monthly Review of Discipline Data in Student Logger Led by Barrera & Ignjatovic

Aug 24, 2020 to Jun 20, 2022 - Rebeka E. Barrera Tamara Ignjatovic

School wide Structures & Classroom Structures in Place for Student Expectations and Behavioral Norms and Staff Responsiveness in a Restorative Manner for All Students

Aug 24, 2020 to Jun 20, 2022 - Rebeka E. Barrera Tamara Ignjatovic

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

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

NA

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

NA

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.

NA

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.

NA

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.

NA

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.

NA

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.

NA

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.

NA

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.

NA - Preschool Not Offered

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.

NA

Policy Implementation Activities

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

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

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

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

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

We are Not a Title 1 Targeted School

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.)

Franklin Fine Arts Center provides a foundation for progressing to higher levels of achievement by ensuring all students a rich Fine Arts education. We accomplish this goal by providing a challenging educational program: encouraging students to work collaboratively; focusing on individual learning styles; developing life and social skills; and promoting respectful behavior toward peers and adults.

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.

1st Quarter - In Person - Weds, Nov. 18, 2020
3rd Quarter - In Person - Weds, Apr. 21, 2021

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

Sent Home 5 Week Progress Reports and 10 Week Report Cards.
Teachers will contact struggling student's family bi-weekly

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.
Weekly on Prep Periods and periodic before and after school by teacher appt with families Websites
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.
According to CPS Volunteer Process - Managed Locally by Assistant Principal Mrs. Barrera
The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).
Monitoring Attendance Creating a Parent Portal Account for Grade Book Reviews
The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.
LSC Meetings Monthly FoF meetings Monthly
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).
Student Portal Accounts 5-8 Advisory Advisor Discussions

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.
NA

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

Account(s)

Description

Allocation

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