

Lenart Elementary Regional Gifted Center 2020-2022 plan summary

Team

Name	Role	Email	Access
Angela Sims	Principal	amsims@cps.edu	Has access
Connie Lee	Assistant Principal	cylee@cps.edu	Has access
Ambrea Avery	Counselor	asavery1@cps.edu	No Access
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Jennifer Chin	Primary Teacher	jchin3@cps.edu	No Access
Letrice Beasley	Diverse Learner Teacher/Case Manager	lmbeasley1@cps.edu	No Access
Teresa Johnson	Parent		No Access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make “safe practice” an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 4 - Structure for Continuous Improvement
 - 4 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
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 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:**
- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)

- 4 Engage students in learning and foster student ownership
- 4 Use questioning and discussion as techniques to deepen student understanding
- 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 4 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:**
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 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
 - 4 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)

- 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)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 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)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	5
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
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
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	4
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	3

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy growth among African America and Latinx students
Root Cause 1	MTSS is not implemented with fidelity schoolwide
Area of Critical Need 2	5 Essentials MVMS survey shows that Teacher-Student Relational Trust/Relationships is low
Root Cause 2	SEL instruction is not integrated in core instruction.
Area of Critical Need 3	Math growth among African American and Latinx students

Root Cause 3	MTSS is not implemented with fidelity schoolwide
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Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math) growth for students of color is 4 to 8 percentage points below the overall average for the school. Other race is actually 85.1	Latinx		75.20	80.20
	African American		70.10	75.10
Vision: NWEA Growth G3-8 (Reading) growth for students of color is almost 15 percentage points lower than other race. The overall average for the school is 68.1	African American		65.50	70.50
	Latinx		75.20	80.20
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) The percentage of students of color meeting and exceeding national average growth is 18% points lower than that of students from other races.	African American		67.80	72.00
(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 Teacher-student relational trust is low				50.00	60.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	establish common practices and language schoolwide for supporting students, monitoring student academic and social emotional progress, and communicating with families.
Then we see...	regular discussion and collaboration about student academic and social emotional progress, increased capacity of teachers to provide supports and interventions that help students succeed academically and social emotionally, increased parent awareness and understanding of MTSS and tools to communicate with teachers about student progress
which leads to...	a school MTSS handbook that includes clear protocols and procedures for: decision making; Tier 1, 2 and 3 supports for students; discussion of student academic and social emotional progress; and communication with families. Increased math and reading growth and attainment of Black and Latino students; common instructional strategies to support tier 1 academic and social emotional learning
Budget Description	MTSS team (schedule that provides time for whole team meeting, extended day opportunities and substitute coverage); Professional development for teachers staff (extended day, substitute coverage); Information/training sessions for parents (extended day); Flexible school wide scheduling to provide opportunities for intervention and enrichment.
Tags	MTSS, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Create MTSS Leadership Team Tags: MTSS: Shared Leadership (Not started) Biweekly MTSS Leadership Team Meetings Tags: MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership (Not started) Identify gaps in schoolwide tier 1 supports/structures using audit/framework and schoolwide data review. Tags:

- (Not started) Create protocol/structures for monthly MTSS meetings (data review and problem solving process)

Tags:MTSS: Fidelity of Implementation

- (Not started) Develop action plan including professional development and coaching for all staff members.

Tags:

- (Not started) Continuous staff professional development on identified needs as identified through assessment and schoolwide data review.

Tags:

- (Not started) Monthly MTSS meeting with grade level teacher teams for problem solving discussion and student data review (progress monitoring)

Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership

- (Not started) Review schoolwide academic and behavior data to identify intervention (Tier 2 and Tier 3) and enrichment needs for students

Tags:

- (Not started) Create schoolwide schedule that provides instructional time to address identified academic and SEL intervention and enrichment needs for students

Tags:

- (Not started) Establish procedures for family engagement in problem solving process and for facilitating 2-way communication with families- including needs analysis for families.

Tags:MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Shared Leadership

- (Not started) Administer needs analysis to identify parent needs for learning and development to support students

Tags:MTSS: Family and Community Engagement

- (Not started) Review schoolwide data (academic and SEL) to identify gaps/ areas to support with parent engagement and learning.

Tags:MTSS: Family and Community Engagement

	<ul style="list-style-type: none"> (Not started) Plan information sessions/training to support/develop parent's skills to support common needs identified for students (executive functioning, time management, academic skills) <p>Tags:MTSS: Family and Community Engagement</p>
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Strategy 2

If we do...	embed cultural competence in all aspects of school practices
Then we see...	continued professional development on culturally responsive teaching, in which teachers will reflect on own bias and its impact on instruction and social emotional learning; increased collaboration and communication between teachers regarding instruction; increase in engagement with students and families to support instruction and build true partnership relationships; and creation of school-wide practices that supports a positive, learner-centered school culture.
which leads to...	increase in reading and math growth and attainment across all student groups, increase student investment in academic learning, increase in culturally relevant instruction
Budget Description	Professional development for teachers staff (extended day, substitute coverage), Instruction and unit planning / collaboration for teachers (extended day, substitute coverage); Professional texts for Collaborative Inquiry groups and schoolwide professional development.
Tags	Equity: Fair Policie sand Systems, Equity: Inclusive Partnerships, Equity: Liberatory Thinking, Equity: Resource Equity, Equity: Targeted Universalism
Action steps	<ul style="list-style-type: none"> (Not started) Continuous monthly staff professional development on developing cultural competence Tags:Equity: Fair Policie sand Systems, Equity: Liberatory Thinking (Not started) Continue partnership with Facing History to develop culturally relevant practices and provide staff additional professional development and resources on culturally responsive teaching Tags:Equity: Inclusive Partnerships, Equity: Liberatory Thinking (Not started) Establish school-wide culture of learning and outline learning expectations of all students Tags:Equity: Targeted Universalism (Not started) Develop an equity audit tool and protocols to conduct school-wide equity audits

Tags:Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism

- (Not started) Provide teacher training to build understanding of the equity audit tool and protocols

Tags:Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism

- (Not started) Develop teachers' understanding of the Danielson framework / rubric and its relationship to student engagement (Refer to Rubric Indicators: Teacher Knowledge of Students, Motivating Students, Expectations, and Managing Student Behaviors)

Tags:Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism

- (Not started) Conduct quarterly equity audits

Tags:Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism, MTSS: Shared Leadership

- (Not started) Review and discuss equity audit data; share findings with staff

Tags:Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism, MTSS: Shared Leadership

- (Not started) Create opportunities for continued dialogue and coaching with practice in cultural learning and awareness building with individual teachers

Tags:Equity: Inclusive Partnerships, Equity: Liberatory Thinking, Equity: Targeted Universalism

- (Not started) Create collaborative inquiry groups to allow teachers to with a similar cultural focus / interest to come together to work on a cultural relevant classroom practice.

Tags:Equity: Inclusive Partnerships, Equity: Liberatory Thinking, Equity: Targeted Universalism

- (Not started) Reflect on current school-wide practices and collaboratively identify practices to embed cultural relevance

Tags:Equity: Fair Policie sand Systems, Equity: Targeted Universalism

- (Not started) Establish culturally embed school-wide practices

Tags:Equity: Fair Policie sand Systems, Equity: Targeted Universalism

	<ul style="list-style-type: none"> • (Not started) Create and administer a parent and student needs assessment Tags:Equity: Inclusive Partnerships • (Not started) Review data from parent and student needs assessment Tags:Equity: Inclusive Partnerships • (Not started) Establish student groups and clubs to support diverse needs based on the data from the students' needs assessments Tags:Equity: Inclusive Partnerships • (Not started) Monthly planning time to support the school counselor with supporting students and teachers in classroom with culturally relevant practices. Tags:Equity: Fair Policie sand Systems, Equity: Resource Equity • (Not started) Weekly check- ins with school counselor Tags:Equity: Fair Policie sand Systems, Equity: Resource Equity • (Not started) Establish opportunities for family engagement in events and activities where diversity is reflected, based on parents' needs assessment. Tags:Equity: Inclusive Partnerships
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Strategy 3

If we do...	personalize learning approach focusing on factors such as various formative assessments and the learner?s own passions, strengths, needs, learning style family, social-emotional needs, culture, and community.
Then we see...	students taking ownership and pride in their work and assuming responsibility for high-quality work by persevering, initiating improvements; where the goal is to include more than just where the students are performing but also consider who they are, what inspires them, and how they best learn so that they are invested to drive their own learning
which leads to...	creation of individualized learner profiles, goal setting conferences between teacher and student, increase in reading and math growth and attainment across all student groups, increase students' SEL competencies in the areas of Self-Awareness, Self-Management, and Responsible Decision-Making.
Budget Description	Personalized learning team (schedule that provides time for whole team meeting, extended day opportunities and substitute coverage); Professional development for teachers staff (extended day, substitute coverage);

Tags	Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> • (Not started) Utilize personalized learning framework to conduct self-assessment of current practices and to identify priorities Tags: Personalized Learning: Learner Agency, Personalized Learning: Learner Focused • (Not started) Review student survey data from MVMS and utilize framework to create student survey/questionnaire regarding relationships with teachers and academic press and other students to identify gaps/areas of need Tags: Relational Trust, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused • (Not started) Create action plan for implementing personalized learning that includes professional development and coaching support for teachers Tags: Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency • (Not started) Identify instructional practices that foster development of SEL competencies to support student goal setting and self-efficacy (Self-Awareness and self-management) Tags: Relational Trust, Personalized Learning: Learner Focused • (Not started) Schoolwide professional development on instructional practices for SEL competencies Tags: Personalized Learning: Learner Agency, Personalized Learning: Learner Focused • (Not started) Create a self-assessment and reflection tool for students Tags: Personalized Learning: Learner Agency, Personalized Learning: Learner Focused

Action Plan

Strategy 1

Create MTSS Leadership Team

Jul 01, 2020 to Jul 31, 2020 - Principal, AP, Counselor, Case Manager

Biweekly MTSS Leadership Team Meetings

Jul 01, 2020 to Jun 30, 2022 - MTSS team

Monthly MTSS meeting with grade level teacher teams for problem solving discussion and student data review (progress monitoring)

Sep 07, 2020 to Jul 30, 2022 - MTSS team, teachers

Create protocol/structures for monthly MTSS meetings (data review and problem solving process)

Jul 01, 2020 to Sep 01, 2020 - MTSS team

Continuous staff professional development on identified needs as identified through assessment and schoolwide data review.

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Identify gaps in schoolwide tier 1 supports/structures using audit/framework and schoolwide data review.

- MTSS team

Develop action plan including professional development and coaching for all staff members.

-

Create schoolwide schedule that provides instructional time to address identified academic and SEL intervention and enrichment needs for students

-

Review schoolwide academic and behavior data to identify intervention (Tier 2 and Tier 3) and enrichment needs for students

-

Establish procedures for family engagement in problem solving process and for facilitating 2-way communication with families- including needs analysis for families.

-

Plan information sessions/training to support/develop parent's skills to support common needs identified for students (executive functioning, time management, academic skills)

-

Review schoolwide data (academic and SEL) to identify gaps/ areas to support with parent engagement and learning.

-

Administer needs analysis to identify parent needs for learning and development to support students

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Strategy 2

Continuous monthly staff professional development on developing cultural competence

Aug 31, 2020 to Jun 30, 2022 - Principal, AP, Counselor, Case Manager

Continue partnership with Facing History to develop culturally relevant practices and provide staff additional professional development and resources on culturally responsive teaching

Aug 31, 2020 to Jun 30, 2022 - Principal, AP, Counselor, Case Manager

Develop an equity audit tool and protocols to conduct school-wide equity audits

Aug 31, 2020 to Dec 31, 2020 - Administration, ILT

Conduct quarterly equity audits

Jan 01, 2021 to Jun 30, 2022 - Teachers

Review and discuss equity audit data; share findings with staff

Jan 01, 2021 to Jun 30, 2022 - Administration, ILT, Teachers

Develop teachers' understanding of the Danielson framework / rubric and its relationship to student engagement (Refer to Rubric Indicators: Teacher Knowledge of Students, Motivating Students, Expectations, and Managing Student Behaviors)

Aug 31, 2020 to Dec 31, 2020 - Administration, ILT

Create collaborative inquiry groups to allow teachers to with a similar cultural focus / interest to come together to work on a cultural relevant classroom practice.

Aug 31, 2020 to Jul 30, 2022 - Teachers

Create opportunities for continued dialogue and coaching with practice in cultural learning and awareness building with individual teachers

Aug 31, 2020 to Jun 30, 2022 - Administration, ILT, Teachers

Establish school-wide culture of learning and outline learning expectations of all students

Aug 31, 2020 to Dec 31, 2020 - Administration, Teachers

Provide teacher training to build understanding of the equity audit tool and protocols

Aug 31, 2020 to Dec 31, 2020 - Administration, ILT

Create and administer a parent and student needs assessment

Nov 01, 2020 to Jun 30, 2022 - Counselor, Teachers

Review data from parent and student needs assessment

Nov 01, 2020 to Jun 30, 2022 - Counselor, Teachers

Establish student groups and clubs to support diverse needs based on the data from the students' needs assessments

Nov 01, 2020 to Jun 30, 2022 - Counselor, Teachers

Establish opportunities for family engagement in events and activities where diversity is reflected, based on parents' needs assessment.

Jul 01, 2020 to Jun 30, 2022 - Administration, Teachers, Parents

Monthly planning time to support the school counselor with supporting students and teachers in classroom with culturally relevant practices.

Jul 01, 2020 to Jun 30, 2022 - Administration, Counselor

Weekly check-ins with school counselor

Jul 01, 2020 to Jun 30, 2022 - Administration, Counselor

Establish culturally embed school-wide practices

Aug 31, 2020 to Jun 30, 2022 - Administration, ILT, Teachers

Reflect on current school-wide practices and collaboratively identify practices to embed cultural relevance

Aug 31, 2020 to Jun 30, 2022 - Teachers

Strategy 3

Utilize personalized learning framework to conduct self-assessment of current practices and to identify priorities

Jul 01, 2020 to Oct 31, 2020 - Administration, ILT, Teachers, counselor

Review student survey data from MVMS and utilize framework to create student survey/questionnaire regarding relationships with teachers and academic press and other students to identify gaps/areas of need

Jul 01, 2020 to Oct 31, 2020 - ILT, administration, counselor

Create action plan for implementing personalized learning that includes professional development and coaching support for teachers

Jan 01, 2021 to Jun 30, 2022 - ILT, administration, teachers, counselor

Identify instructional practices that foster development of SEL competencies to support student goal setting and self-efficacy (Self-Awareness and self-management)

Jan 01, 2021 to Jun 30, 2022 - ILT, administration, teachers, counselor

Schoolwide professional development on instructional practices for SEL competencies

Jul 01, 2020 to Jun 30, 2022 - counselor, administration

Create a self-assessment and reflection tool for students

Jan 01, 2021 to Jun 30, 2022 - Teachers, ILT, counselor, administration

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

(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

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.

school is not title 1

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

school is not title 1

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.

school is not title 1

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.

Reports will be provided to family's during parent/teacher conferences after the 1st Marking Period.

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.

school is not title 1

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.

school is not title 1

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.

Plans to engage families is outlined in Strategies 1, 2, and 3 of CIWP.

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.

school is not title 1

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

school is not title 1

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.

school is not title 1

Policy Implementation Activities

<input checked="" type="checkbox"/> The LSC will approve the school improvement plan and monitor the CIWP.
<input checked="" type="checkbox"/> <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>
<input checked="" type="checkbox"/> <p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>
<input checked="" type="checkbox"/> <p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) We are a diverse community of learners focusing on holistic development, academic excellence, and innovation, positioned to impact our world. We are confident, creative, and curious. We value tradition. We are leaders. We are mindful. We are a close knit, supportive family.
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled. Parent teacher conferences will be held November 18, 2020 and April 21, 2020. Additional parent-teacher conferences are available by request.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. 5 wk progress reports will be distributed to families on October, 9, 2020, December 18, 2020, March 12, 2021, and May 21, 2021. Progress reports are distributed to students to give to parents. NWEA student reports are also provide when available.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

All staff maintain websites that provide parents with up-to-date information about assignments and other classroom information. In addition, teachers send at least weekly emails to families to provide updates and announcements. All staff is available by email for parents and can schedule conferences as needed.

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.

In partnership with the school's parent group, each classroom is assigned 1-2 room parents that assist teacher in communicating with families regarding student progress, volunteer needs, and to plan classroom activities. Parents have opportunities to volunteer in classrooms to assist with craft activities, classroom libraries, small group, career development, book fairs, and academic judges. Families are invited to attend student presentations and performances.

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

Parents are asked to support their child's learning by ensuring that students are present in school on time daily, monitoring parent portal for assignment completion and partnering with teacher when additional supports are necessary. Students are often provided with additional supports during lunch and afterschool.

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

Parents will consult the school when there are concerns regarding student learning. The school is in the process of developing manual for parents regarding how to advocate for their students and options for supports available to families.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students are responsible for coming to school each day, on-time and ready to learn. Students will engage in goal setting and self reflection to assure their academic achievement.

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.

n/a

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 be used only by parents.	\$0.00