# John L Marsh Elementary School 2020-2022 plan summary

## Team

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| Name | Role | Email | Access |
|------|------|-------|--------|
| Maritza Deleon | Teacher | MRamirez3@cps.edu | Has access |

# Team Meetings

| Date | Participants | Topic |
|------|-------------|-------|
| 12/12/2019 | Ana Torres-Romero, Armando Avila, Whitney Saberniak, Antonio Nevarez, Kathleen Sullivan, Cathy Tellez, Ana Canales | CIWP - Launch 2020-2022 Process Webinar |
| 01/16/2020 | Jose Torres, Antonio Nevarez, Ana Torres-Romero, Whitney Saberniak, Ana Canales, Kathleen Sullivan, Cathy Tellez | Unpack School Excellence Framework (SEF) 2020-2022 |
| 01/23/2020 | Jose Torres, Ariel Carrillo, Ana Torres-Romero, Ana Canales, Armando Avila, Antonio Nevarez, Cathy Tellez, Anna Senteno | Add Team Members - CIWP 2020-2022/Ratings for SEF 2020-2022 |
| 01/30/2020 | Jose Torres, Whitney Saberniak, Ana Canales, Armando Avila, Kathleen Sullivan, Antonio Nevarez, Cathy Tellez, Anna Senteno | Self- assessment of SEF 2020-2022 |
| 02/13/2020 | Ana Torres-Romero, Ana Canales, Whitney Saberniak, Anna Senteno, Ariel Carrillo, Antonio Nevarez, Katheleen Sullivan, Hector Rico, Micheal O'Brien | Ratings for SEF 2020-2022 |
| 02/20/2020 | Ana Torres-Romero, Kathleen Sullivan, Anna Senteno, Whitney Saberniak, Ana Canales, Michael O'Brien, Antonio Nevarez, Armando Avila | Identify Areas of Critical Need - Set Goals/Root Cause Analysis |
| 03/12/2020 | Jose Torres, Anna Senteno, Whitney Saberniak, Cathy Tellez, Kathleen Sullivan, Antonio Nevarez, Michael O'Brien, Armando Avila, Ana Canales | Root Cause Analysis |
| 03/26/2020 | Ana Torres-Romero, Whitney Saberniak, Anna Senteno, Michael O'Brien, Ariel Carrillo, Ana Canales, Armando Avila, Kathleen Sullivan | Google Meets #1: Review of Root Causes and Next Steps |
| 04/24/2020 | Ana Torres-Romero, Whitney Saberniak, Anna Senteno, Ana Canales, Hector Rico, Antonio Nevarez, Cathy Tellez | Google Meets #2: Framework Priorities & Theory of Action |
| 05/01/2020 | Ana Torres-Romero, Whitney Saberniak, Anna Senteno, Michael O'Brien, Armando Avila, Kathleen Sullivan, Hector Rico, Antonio Nevarez | Google Meets #3: Theory of Action & Action Steps |

| Date | Participants | Topic |
|---|---|---|
| 05/08/2020 | Ana Torres-Romero, Whitney Saberniak, Anna Senteno, Michael O'Brien, Ariel Carrillo, Ana Canales, Kathleen Sullivan, Antonio Nevarez, Cathy Tellez | Google Meets #4: Action Steps |
| 05/12/2020 | Ana Torres-Romero, Whitney Saberniak, Anna Senteno, Michael O'Brien, Ariel Carrillo, Ana Canales, Armando Avila, Kathleen Sullivan, Hector Rico, Cathy Tellez | Google Meets #5: Review Completed CIWP in Prep for Approval |
| 01/16/2020 | | |

# 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
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 3 Make ?safe practice? an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**:
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals

- o 4 Design and implement school day schedules that are responsive to student needs
- o 3 Align the budget to the CIWP priorities and the mission of the school
- o 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
- o 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)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**:
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 2 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 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 3 Utilize assessments that measure the development of academic language for English learners
- o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 3 Improve and promote assessment literacy
- o 2 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**:
- 3 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 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 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 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 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 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 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)
  - o 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)
  - 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 4 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 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 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 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)
- 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**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 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**:

# Quality and Character of School Life

- 3 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 1 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence**: Spark Grant
- 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)
  - 4 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**:
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence**:
- 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)

- 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   4 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**:

# School Excellence Framework Priorities

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

# Goals

## Areas of critical need and root cause analysis

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

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

## Vision metrics

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| SQRP: National School Attainment Percentile - Reading (Grades 3-8)<br><br>Our goal is to close the achievement gap by 5% of the achievement gap deficiency annually through the increase in rigorous instruction using close reading strategies, writing across the curriculum and developing vocabulary root word analysis. | Overall | | 65.00 | 68.00 |
| | | | | |
| SQRP: National School Attainment Percentile - Math (Grades 3-8)<br><br>Our goal is to close the achievement gap by 5% of the gap deficiency annually through the increase of differentiation of instruction and small grouping focusing on developing the conceptual knowledge of mathematics. | Overall | | 68.00 | 70.00 |
| | | | | |
| SQRP: National School Growth Percentile - Reading (Grades 3-8)<br><br>Data in reading growth has shown that our students have performed in the average zone in NWEA Reading Attainment consistently year after year and we are looking to break | Overall | | 65.00 | 70.00 |
| | | | | |

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| that pattern by increasing the rigor and reaching 70% growth. | | | | |
| SQRP: National School Growth Percentile - Math (Grades 3-8)<br><br>Data in reading growth has shown that our students have performed in the average zone<br>in NWEA Reading Attainment consistently year after year and we are looking to break<br>that pattern by increasing the rigor and reaching 78% growth. | Overall | | 75.00 | 78.00 |
| | | | | |
| SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)<br><br>We need to increase to 70% the number of students that meet and exceed their<br>expected growth to close the attainment gap by 9.9% of the achievement gap each year. | Overall | | 66.00 | 70.00 |
| | | | | |

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

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| | | | | | |
| **My Voice, My School 5 Essentials Survey**<br>We will be sharing results with all our stakeholder and analyzing responses to carry out a<br>root cause analysis on the results and the perception of the responders. This will lead to<br>an action plan to disseminate information, make changes to school protocols and<br>practices to meet the deficiencies identified by the survey. Our goal is to move from | | | | | |

|  | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| organized in school year 2018-2020 to well organized in the year 2020-2022. | | | | | |

## Custom metrics (100% complete)

|  | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| Rigorous Instruction<br>Based on previous learning walks, we have identified a need for teachers to be trained on creating rigorous student tasks. Teachers will first create rigorous summative tasks and then create the scaffolded experiences needed to ensure all students are able to succeed at the tasks. Through classroom visits and learning walks the percentage of implementation of rigorous tasks will be monitored. | 61.00 | | | 65.00 | 70.00 |
| Depth of Knowledge Questions<br>Addressing the development of question stems used throughout the instruction to promote higher order thinking, discussion and collaboration to promote students creating their own DOK 3 or 4 questions. | 61.00 | | | 65.00 | 70.00 |

# Strategies

## Strategy 1

| If we do... | If we collaborate with colleagues through vertically planning and observe each others instructional practices... |
|---|---|
| Then we see... | Then we will gain knowledge of a variety of instructional strategies and techniques to use.. |
| which leads to... | Which leads to engage 100% of all learners, in all subgroups; addressing all content areas bridging the achievement gap by June of 2022. |

| Budget Description | Budget will ensure that there are funds allocated to build teacher capacity to include conferences and professional development opportunities. Resources for Science Instruction. Digital supports for ELA and Math. |
|---|---|
| Tags | Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction, CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, Science: Rigorous Tasks, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks |
| Action steps | • (Not started) Through a professional leaning cycle incorporate peer observation opportunities during safe practice periods to implement targeted instructional practices.<br><br>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction<br><br>• (Not started) Incorporate vertical planning to school schedule at all grade levels. To be revisited when we return from remote learning.<br><br>Tags:Curriculum, Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams<br><br>• (On-Track) Develop an instructional scope and sequence through curriculum mapping to meet the expectations at each grade level, primary grades will be the focus for SY20-21.<br><br>Tags:Structure for Continuous Improvement, Curriculum, Instruction, Equity: Inclusive Partnerships, Equity: Resource Equity, Equity: Targeted Universalism |

## Strategy 2

| If we do... | Ensure that students' voice is an integral part of the learning process through developing relationships that allow students to learn through their interests, cultural identities, and strengths and weaknesses. |
|---|---|
| Then we see... | We will be able to find a balance between engaging students while still meeting the critical learning standards and academic achievement goals. |
| which leads to... | Student growth and retention as well as a more caring and trusting partnership in the school learning community, by the end of SY2022. |
| Budget Description | |
| Tags | Curriculum, Relational Trust, Student Voice, Engagement, and Civic Life, CBE: SEL Integration, OSCPA: Social/Emotional Support, OSEL: SEL Instruction, SSCE: Student Voice |

| Action steps | <ul><li>(Not started) Teachers and students work collaboratively to create learning rubrics and goals that focus on student needs, talents, and interests.<br><br>Tags:Curriculum, Relational Trust, Student Voice, Engagement, and Civic Life, OSCPA: Social/Emotional Support</li><li>(Not started) Provide teachers with collaborative peer observations, coaching, and implementation of techniques with constructive feedback.<br><br>Tags:Student Voice, Engagement, and Civic Life, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality</li><li>(Not started) Embed time into our schedules for student centered learning activities that target relationship building and social emotional learning , to maintain low incidences of student behavioral infractions.<br><br>Tags:Student Voice, Engagement, and Civic Life, Assessment: Monitoring Student Learning to Support Growth, CBE: SEL Integration, OSEL: SEL Instruction</li></ul> |
|---|---|

## Strategy 3

| If we do... | Ensure that parents are an integral part of the MTSS process through the development of opportunities to build parent?s understanding of MTSS. |
|---|---|
| Then we see... | We will be able to work with parents and students through a transparent MTSS process. |
| which leads to... | Implementation of 100 % of MTSS plans, that will provide data that will guide the MTSS team on the next steps of instruction/programming to promote student achievement. |
| Budget Description | Teacher extended pay for MTSS team to meet, materials for MTSS brochure, parent/teacher resources, and funding for CIS-Social Worker |
| Tags | MTSS, Family & Community Engagement, FACE2: Parent Engagement, MTSS: Family and Community Engagement |
| Action steps | <ul><li>(Completed) MTSS team develops an informational brochure/flyer that will communicate to parents "What is MTSS?", circulated through social media and school building.<br><br>Tags:FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, MTSS: Family and Community Engagement</li><li>(Not started) Parent workshop on "What is MTSS?"<br><br>Tags:Family & Community Engagement, FACE2: Local School Council, FACE2: Title 1 PAC, MTSS: Family and Community Engagement</li></ul> |

| | |
|---|---|
| | • (On-Track) Brief MTSS Presentation- This will be given at BAC, Open House, and Principal Cafe.<br><br>Tags:FACE2: Parent Engagement, MTSS: Family and Community Engagement<br><br>• (Completed) Teacher presentation- MTSS team presents MTSS information to all teachers at the beginning of school year.<br><br>Tags:MTSS<br><br>• (Not started) MTSS Meetings - Parents active participation in all MTSS meetings.<br><br>Tags:Family & Community Engagement, FACE2: Parent Engagement<br><br>• (Not started) Midpoint Check-In with interventionist, homeroom/content teacher, counselor or MTSS member will reach out to parents to give an update on progress. Parents will also be asked to provide their progress at home. (Google Form or phone call)<br><br>Tags:FACE2: Parent Engagement, MTSS: Family and Community Engagement |

# Action Plan

## Strategy 1

Through a professional leaning cycle incorporate peer observation opportunities during safe practice periods to implement targeted instructional practices.

Jun 24, 2020 to Aug 21, 2020 - Scheduling team

Incorporate vertical planning to school schedule at all grade levels. To be revisited when we return from remote learning.

Aug 25, 2020 to Jun 24, 2022 - Vertical Teams, Grade Level Teams, Diverse Learner Teams, ILT.

On-Track Dec 10, 2020

Develop an instructional scope and sequence through curriculum mapping to meet the expectations at each grade level, primary grades will be the focus for SY20-21.

Aug 25, 2020 to Jun 24, 2022 - Vertical Teams, Grade Level Teams, Diverse Learner Teams, ILT

## Strategy 2

Teachers and students work collaboratively to create learning rubrics and goals that focus on student needs, talents, and interests.

Jun 17, 2022 to Jun 17, 2022 - Teachers, administration, students, and parents

Provide teachers with collaborative peer observations, coaching, and implementation of techniques with constructive feedback.

May 08, 2020 to Jun 17, 2022 - Teachers and administration

Embed time into our schedules for student centered learning activities that target relationship building and social emotional learning , to maintain low incidences of student behavioral infractions.

May 08, 2020 to Jun 17, 2022 - Teachers, administration, counselor, students

## Strategy 3

Completed Nov 11, 2020

MTSS team develops an informational brochure/flyer that will communicate to parents "What is MTSS?", circulated through social media and school building.

Sep 01, 2020 to Oct 15, 2020 - MTSS Team

Parent workshop on "What is MTSS?"

Oct 01, 2020 to Nov 30, 2020 - MTSS Team

On-Track Dec 10, 2020

Brief MTSS Presentation- This will be given at BAC, Open House, and Principal Cafe.

Sep 01, 2020 to Sep 30, 2020 - MTSS Team

Completed Dec 10, 2020

Teacher presentation- MTSS team presents MTSS information to all teachers at the beginning of school year.

Aug 24, 2020 to Aug 28, 2020 - MTSS Team

Not started Dec 10, 2020

MTSS Meetings - Parents active participation in all MTSS meetings.

Sep 10, 2020 to Jun 16, 2021 - MTSS Team/ Teacher(s)

Midpoint Check-In with interventionist, homeroom/content teacher, counselor or MTSS member will reach out to parents to give an update on progress. Parents will also be asked to provide their progress at home. (Google Form or phone call)

Sep 10, 2020 to Jun 09, 2021 - MTSS Team/ Counselor/ Teacher

# Fund Compliance

## ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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.**

The CIWP, ILT, Bilingual ILT,MTSS teams meet monthy to review school progress and student data to determine strengths and weaknesses. Determinations are made as to changes to curriculum, where an increase rigor is needed, what extra supports may be needed.

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

Afterschool programs and Saturday Academy in partnership with Metropalitan Family Services, CIS, Sky Arts and Small Bites.are provided for students. Programs include but are not limited to reading, math, homework, lego club, peace circle, kids club, soccer, volleyball, track, cross country, girls on the run, rock band, marachi, drama club, small bites cooking club and folkloric dance.

**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.**

Heggarty Phonics Program, Wilson Language Fundations Program, Santillana ESL Program

**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).**

Heggarty Phonics Program, Wilson Language Fundations Program, Santillana ESL Program, Tier 2 & Tier 3 MTSS, Saturday Academy, After School Bilingual/ ESL Instructional Program, IL-Empower Program, Boys/Girls Club, Peace Circles, Counseling-Individual Referrals

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

Positions are advertised on the HR career site. Principal reaches out to talent office, network offices, other principals and local colleges and universities.

**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.**

ELA Lead - Daily Five & Cafe, Teach Plus Math Teacher Leaders, Bilingual State Conference - 8 Bilingual/ESL Teachers in including DL Bilingual/ESL Teachers, Health and Wellness/PE Conference - 2 PE Teachers, Native Language Instruction in LA - Three Bilingual Teachers, Women in Education Leading & Learning (Administrator Conference)

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

Marsh has partnered with Trabajodores Unidos with a parent mentoring program where parents are trained then assigned to a classroom where they work with teachers and students. Through PAC/BAC parents meet monthly for workshops where they are informed on topics which include but are not limited to Access, NWEA, SEL, reading and math initiatives, college and career readiness.and parent book clubs.

**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.**

When possible provide Kick Off to Kindergarten summer program to help transition to kindergarten.

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

Development of District's Assessment Plan - Developed by a team of teachers representing all grade level clusters and in collaboration with the school's bargaining unit representative, voted in by all certified staff.

**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.**

Heggarty Phonics Program, Wilson Language Fundations Program, Santillana ESL Program, Tier 2 & Tier 3 MTSS, Saturday Academy, After School Bilingual/ ESL Instructional Program, and IL-Empower Programs support under performing students determined by NWEA, DIBLES/TRC, IDEL and WIDA scores, to include grades and teacher recommendations.

**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.**

Parents participate in PAC lead activities that provide workshops on violence prevention and parenting skills. Marsh partners with city colleges of Chicago to provide information on GED and has hosted ESL classes on site. Marsh also provides preschool programs for 3 and 4 year old students.

## 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.**

Input from parent members of the Local School Council, Bilingual Advisory Committee and Title 1 Parent Advisory Council wil be solicited at their regular meetings.Parent input will be obtained through surveys and questionnaires distrubited and colleced a the annual Open House and Report Card Pickup sessions.The results will be compiled and disseminated for the reveiw and discussion by various stakeholders in developing the parental invovlement plan.

**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**

Parents will be informed of the school's participation in Title 1 at the Title 1 Informational meeting to be held the thrid Friday of September 2020/2021. The PAC Organizational meeting will be held the first Friday of aOctober 2020/2021. Additional opportunites to inform parents will be held at the annual Marsh Open House held during the second week of Septembe 2020/2021. Additional meetings will be held

monthly: PAC on the third Friday of each month, BAC on the second Tuesday of each month and the Principal Cafe and LSC on the second Wednesday of each month.

**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.**

Parent feedback and discussion of the current school issues will be included on the Title 1, BAC, and LSC agendas and at the monthly Principal Cafe where parents set the agenda, giving parents the opportunity to formulate suggestions and participate in the decision making process.

**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.**

State assessments results and NWEA fall scores are shared with arents during the November report card pick up session. Winter NWEA results are shared with parents ar grade level data meetings lead by the principal. Reports are presented in writing to parents by teacher/principal during the session. Interpreters are availabe to assist parents where needed.

**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.**

Title 1 letters are sent home to parents of students who are taught by teachers considered "Not Highly Qualified".

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

Monthly workshops wil be held for parents of Title 1 students to explain various standards and assessment. In addition, workshops will be given on understanding NWEA reluts, the ASPEN Parent Portal,Newsela and IXL. Also, monthly parent book clubs where parents learn about the various reading strategies students use throughout the learning process. Parents can communicate with school personnel, administration and teachers via email, phone calls and conferences.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

Parent workshops and trainings are held n a variety of topics: Parent Cafes, What is Algebra, ASPEN Parent Portal, Homework Help, and Strategies for a successful Parent Teacher Confernce, Parent Book Clubs, Computer/Technology workshops, themed Family Nights to name a few.

**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.**

Staff will be provided with professional development and workshop activites during the shcool year focusing on parents as partners in the educational process.

**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.**

Preschool For All program will inform parents regularly by implementing procedures established by the Office of Early Childhool Education which include regular staff training, distribution of monthly parent newsletters, volunteer sign-up, lesson plans with long and short term goals, regular field trips and maintaining reports.

**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.**

Parents will be informed of all parent programs, meetings and other school activities via monthly monthly flyers, calendars, website, facebook twitter and CPS our calling system. All communications are in English and Spanish.

## 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)**

N/A

# School-Parent Compact (Complete)

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

The distinctive vision of John L. Marsh is to foster excellence in education for all students and provide fundamental learning experiences that create lifelong learners and college and career ready students. This is done through a blending of MTSS, creative teaching and parent and community involvement. John L. Marsh provides a positive and caring community for all students with the primary emphasis on education. All course work and programs are challenging and rich in cultrual experiences.

**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.**

Formal parent-teacher conferences are scheduled for the Wednesday after the end of the first and third quarters. Other parent-teacher conferences are scheduled upon request or as needed. Interpreters are privided upon 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.**

Parents are informed of children's progress thogh 5 week progress reports in addition to promotion and retention conferenes. ASPN Parent Portal, IEP team day, teancher phone calls and other scheduled meetings throughput the year.

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

Parent-teacher conferences are scheduled upon request or as needed before and after school.

**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.**

Paretn volunteer opportunities are communicated through newsletters and phone calls. Parents are fiven the opportunity to colunteer at the annual Pumpkin Patch, school dances, assemblies, fitness day, attendance incentive activities field trips, parent mentors and othe school activites.

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

Parent support their children's learning through various techniques which include daily monitoring of assignment/homeowrk, school website, emails and phone calls to teachers, automated attendance phone dialer and through instructional parent workshops.

**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 participate in the decision making process by attending meetings of the LSC, BAC and PAC, also by participating in focus groups, IBMYP meetings and parent workshops in conjuction with Metropolitan Family Servies and Community in Schools partnerships.

**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 will take accountability for ther academic acheivement through various means: ASPEN Student Potal, student-teacher goal setting conferences, the assingment/homework planner, classroom, attendance and behavior incentives. Studetns will also set personal NWEA goals for fall and soring testing.

## 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.**

Monthly parent activities and workshops are planned to provide parents with the tools needed to assist and be actively be engaged in their child's learning process.

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

**Account(s)**

**Description**

**Allocation**

| 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. | $1250.00 |
| 53205 | **Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $300.00 |
| 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) | $1500.00 |
| 54505 | **Admission and Registration Fees, Subscriptions and memberships** For Parents use only. | $200.00 |
| 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. | $750.00 |

| 54565 | **Reimbursements**<br>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**<br>Must be used for parent and family engagement programs only. | $0.00 |
| 53306 | **Software**<br>Must be educational and for parent use only. | $0.00 |
| 55005 | **Furniture and Equipment**<br>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 |