George B McClellan Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Mike Khoshaba	Technology/Math Teacher	mkhoshaba1@cps.edu	No Access
Nathan Cover	Teacher 6th-8th Math	ncover@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/31/2020	Whole School Staff	Review of Data, rating SEF categories and identifying 5 SEF priority Categories
02/05/2020	LSC	Review 5 SEF priority Categories
02/10/2020	CIWP Team	Identify areas of critical need, set up to 10 goals

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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**:
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 2 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 3 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 3 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 4 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 2 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**:
- 3 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 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 2 Improve and promote assessment literacy
  - o 3 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**:
- 2 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 1 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)
- 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)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- o 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 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 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
    - o **Evidence**:

Quality and Character of School Life

- 4 - Relational Trust
    - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
    - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
    - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
    - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
    - o 3 Study politics
    - o 2 Become informed voters and participants in the electoral process
    - o 2 Engage in discussions about current and controversial issues
    - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
    - o 3 Exercise student voice (REQUIRED: OSEL)
    - o 2 Authentically interact with community and civic leaders
    - o 2 Engage with their community

- o 2 Take informed action where they work together to propose and advocate for solutions
- o 3 Experience a schoolwide civics culture
- o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
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	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**4**
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	**5**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**2**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**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
Vision: Attendance Rate Based on our attendance rate which is declining and has been below 95% for several years in a row.	Overall		94.50	95.00
Vision: NWEA Growth G3-8 (Math) Based on student data which shows that our DL students have the largest achievement gap of our priority groups	Students with IEPs		50.00	60.00
Vision: NWEA Growth G3-8 (Reading) Based on student data which shows that our DL students have the largest achievement gap of our priority groups	Students with IEPs		55.00	65.00
Vision: NWEA Attainment G2 (Math) Based on the student data which shows that students attainment for math is at the 45th percentile, which is a min of 20 percentile points below other grade levels.	Overall		60.00	70.00
Vision: NWEA Attainment G2 (Reading) Based on the student data which shows that students attainment for Reading is at the 30th percentile, which is a min of 30 percentile points below other grade levels.	Overall		55.00	65.00

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 McClellan will continue to stay Well Ogranized					

Custom metrics (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Supportive School Certification McClellan will go from established to exemplary on the support school certification.					

Strategies

Strategy 1

If we do...	create an equitable system to deliver special education instruction
Then we see...	that students will receive appropriate individualized instruction based on the student IEP and grade level common core standards
which leads to...	the decrease of the achievement gap in reading between DL and gen edu students from 30 percentile points to 10 percentile points and math from 39 percentile points to 15 percentiles points for NWEA growth
Budget Description	Provide compensation for case manager position, professional development for co-teaching and inclusion best practices, fill all open special education positions, after school special education meetings, funding to give special education teacher general edu. instructional resources and align DL intervention resources, funds for parents trainings and supports, funds for sensory items.
Tags	Curriculum, Instruction, ODLSS: Behavior Support, ODLSS: Cluster Programs, ODLSS: Instructional Quality, ODLSS: Procedures and Standards, ODLSS: Service Delivery
Action steps	• (Not started) Organize and plan bimonthly Special Education team Meetings after school to discuss student needs, teacher needs and align expectations and resources for the special education team. Tags:ODLSS: Cluster Programs, ODLSS: Instructional Quality, ODLSS: Parent Involvement Specialists, ODLSS: Procedures and Standards, ODLSS: Related Service Providers, ODLSS: Service Delivery, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Create a special education schedule which maximizes and incorporates the following: priority planning (created before gen edu), common planning time with gen edu teacher at similar grade levels, awareness of student to teacher ratio, awareness of total number of grade levels in one class Tags:ODLSS: Instructional Quality, ODLSS: Procedures and Standards, ODLSS: Service Delivery

	• (Not started) Provide professional development centered around creating an inclusive classroom, co-teaching, supporting students with IEPs in gen. edu. classroom for all staff members. Tags:Leadership for Continuous Improvement, ODLSS: Instructional Quality, ONS: Continuous Improvement, OSCPA: Tier 1, OSEL: Supportive Classroom Environment • (Not started) Purchase common instructional material for DL teachers which align with gen. edu materials, as well as specific needs of our DL students. DL teachers will agree upon common curriculum and resources used in addition to gen. edu materials. Tags:Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth, ODLSS: Cluster Programs, ODLSS: Instructional Quality • (Not started) Hold quarterly parent trainings and meetings centered around special education supports. Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists

Strategy 2

If we do...	create and implement a school wide system which clearly identifies and monitors tier 1, 2 and 3 instructional supports for all students
Then we see...	students receiving individualized support aligned with CCSS and researched based best practices
which leads to...	an increase in NWEA overall math growth for grades 3-8h from the 72nd percentile to above the 80th percentile, NWEA overall reading growth for grades 3-8th from the 76th percentile to above the 85th percentile, and increases NWEA overall attainment in both reading and math for grades 2nd-8th to above the 80th percentile.
Budget Description	Additional funds for after school meetings, new resources to support tier 2 and 3 interventions and progress monitoring, funds for professional development, funds for hourly employee support.
Tags	Curriculum, Instruction, MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	• (Not started) Create a MTSS Team Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Identify the structure of the system including : MTSS tools and materials staff should use to monitor and track students, how students are placed

	in tier 2 & 3, school wide system to monitor student progress, school wide intervention menu Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
	• (Not started) Professional development for staff members based on the implementation of a comprehensive MTSS system, which includes best instructional practices when using interventions and progress monitoring. Tags:Structure for Continuous Improvement, MTSS
	• (Not started) Coordinate hourly employee schedule to support implementation of interventions and progress monitoring for tier 2 and 3 students Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

Strategy 3

If we do...	Form a school wide system which clearly identifies and monitors tier 1, 2 and 3 social emotional supports for all students
Then we see...	students receiving individualized support
which leads to...	increase school wide attendance from below 94% to above 95% and decrease student behavior referrals by 20%
Budget Description	Funds for Professional development and coaching from Umoja, funds for after school meetings, funds for SEL resources, funds for professional development, funds for parent trainings.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSCPA: College and Career Readiness, OSCPA: Social/Emotional Support, OSCPA: Tier 1
Action steps	• (Not started) Create a Behavior Health Team (BHT) Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Partner with Umoja corporation which will provide all staff with professional development, as well as coaching throughout the year.

	Tags:Supportive and Equitable Approaches to Discipline, FACE2: Community Partnerships, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
	• (Not started) Hold quarterly meetings for parents and the community which addresses social emotional support for students and families
	Tags:FACE2: Parent Engagement, MTSS: Family and Community Engagement, OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
	• (Not started) Identify the structure of the system including : MTSS tools and materials staff should use to monitor and track students, how students are placed in tier 2 & 3, school wide system to monitor student progress, school wide intervention menu
	Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

Strategy 4

If we do...	a balanced literacy block with fidelity in grades PreK-2nd
Then we see...	our students getting access to effective and rigorous literacy instruction
which leads to...	an increase in 2nd grade NWEA attainment percentile in reading from the 41.7th percentile to the 60th percentile
Budget Description	Continue to fund Erikson, funds for professional development, funds for instructional materials and resources, funds for after school planning sessions, funds for hourly employee support.
Tags	Curriculum, Instruction, MTSS, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OECE: P-2 Balanced Literacy
Action steps	• (Not started) In collaboration wth the Erikson Institute we will implement a Balanced literacy block with fidelity from PreK through 2nd grade. Tags:Curriculum, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OECE: P-2 Balanced Literacy

	- (Not started) Students will be assessed three times a year (BOY, MOY and EOY) with BAS kits. Growth will be monitored continuously and data will be used to support student literacy instruction. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, OECE: P-2 Balanced Literacy - (Not started) Coordination of hourly employee schedule to support the decrease in the teacher to student ratio. Tags:ONS: Continuous Improvement - (Not started) Provide professional development centered around differentiation and individualizing instruction based on data driven decisions. Tags:

Action Plan

Strategy 1

Organize and plan bimonthly Special Education team Meetings after school to discuss student needs, teacher needs and align expectations and resources for the special education team.

Jul 01, 2020 to Jun 30, 2021 - Case Manager

Create a special education schedule which maximizes and incorporates the following: priority planning (created before gen edu), common planning time with gen edu teacher at similar grade levels, awareness of student to teacher ratio, awareness of total number of grade levels in one class

Jul 01, 2020 to Jun 30, 2021 - Administration, DL teachers and case manager

Provide professional development centered around creating an inclusive classroom, co-teaching, supporting students with IEPs in gen. edu. classroom for all staff members.

Jul 01, 2020 to Jun 30, 2021 - Administration and staff members

Purchase common instructional material for DL teachers which align with gen. edu materials, as well as specific needs of our DL students. DL teachers will agree upon common curriculum and resources used in addition to gen. edu materials.

Jul 01, 2020 to Jun 30, 2021 - Administration and DL teachers

Hold quarterly parent trainings and meetings centered around special education supports.

Jul 01, 2020 to Jul 30, 2021 - Administration and Case Manager

Strategy 2

Create a MTSS Team

Jul 01, 2020 to Jun 30, 2021 - Administration

Identify the structure of the system including : MTSS tools and materials staff should use to monitor and track students, how students are placed in tier 2 & 3, school wide system to monitor student progress, school wide intervention menu

Jul 01, 2020 to Jun 30, 2021 - MTSS Team

Professional development for staff members based on the implementation of a comprehensive MTSS system, which includes best instructional practices when using interventions and progress monitoring.

Jul 01, 2020 to Jun 30, 2021 - MTSS Team

Coordinate hourly employee schedule to support implementation of interventions and progress monitoring for tier 2 and 3 students

Jul 01, 2020 to Jun 30, 2021 - Administration

Strategy 3

Create a Behavior Health Team (BHT)

Jul 01, 2020 to Jun 30, 2021 - Administration

Partner with Umoja corporation which will provide all staff with professional development, as well as coaching throughout the year.

Jul 01, 2020 to Jun 30, 2021 - Administration

Hold quarterly meetings for parents and the community which addresses social emotional support for students and families

Jul 01, 2020 to Jun 30, 2021 - Behavioral Health Team

Identify the structure of the system including : MTSS tools and materials staff should use to monitor and track students, how students are placed in tier 2 & 3, school wide system to monitor student progress, school wide intervention menu

Jul 01, 2020 to Jun 30, 2021 - Behavioral Health Team

Strategy 4

In collaboration wth the Erikson Institute we will implement a Balanced literacy block with fidelity from PreK through 2nd grade.

Jul 01, 2020 to Jun 30, 2021 - Administration, Teachers and ILT

Students will be assessed three times a year (BOY, MOY and EOY) with BAS kits. Growth will be monitored continuously and data will be used to support student literacy instruction.

Jul 01, 2020 to Jun 30, 2021 - Administration and Teachers

Coordination of hourly employee schedule to support the decrease in the teacher to student ratio.

Jul 01, 2020 to Jun 30, 2021 - Administration

Provide professional development centered around differentiation and individualizing instruction based on data driven decisions.

Jul 01, 2020 to Jun 30, 2021 - Administration, teachers and ILT

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.
NWEA assessment
Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.
MTSS (Multi Tiered System of Supports)- Allows for individualized interventions and progress monitoring

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.

Wonders, Go Math, Words their Way, Reading A-Z, RAZ Kids, Unqiue curriculum, Achieve3000 and IXL for both reading and math.

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).

Achieve300, IXL, Reading A-Z, RAZ Kids, Words their Way, Check-in/Check-Out, WITS program (mentoring), Restorative practices to support student behavior concerns, After School extra curricular programs, $1,000 allocated for STLS students, Small group counseling to support student needs, individual student counseling, small group and individual intervention academic support.

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

Resume review by administrative team, introductory interviews, second round interviews with teaching staff to ask indepth questions about instruction, if possible candidate comes in for a demo lesson, references are checked.

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.

Professional development is provided by staff members who are trained or certified in the needed area, attended CPS provided professional development, Erikson Institute, Umoja partnership.

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

Provide quarterly parent support sessions and trainings centered around Special Education Support and SEL. Partner with PAC and BAC to listen to parent needs and respond with information, trainings and community partnerships. Hold family literacy and family STEAM night.

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.

Full Day early childhood age 4 program.

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.

Analyze data weekly with teachers to adjust and align instruction with students needs during GLM and data review and analysis during professional development days.

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.

Students will be identified for after school support through triangulated data, in addition to individual and small group support in the classroom provided by classroom teacher, teacher assistance, SECAs, DL teachers and hourly supports.

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.

Administration will collaborate with school staff and LSC to ensure that needs addressed under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training are properly funded in a timely manner.

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.

The ESSA will be periodically reviewed with families through PAC, BAC and LSC meetings. In addition to electronic surveys as needed.

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

The Title 1 Annual Meeting and Title 1 PAC Organizational meeting will be held during the second week of school the week of September 7th.

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.

Administration will work with the PAC and BAC to ensure that all parent concerns are addressed in a timely manner. There will be monthly meetings where parents can attend, in addition to monthly coffee talks with the Principal. Parents are aware that there is an open door policy with the Admin and are able to make an appointment to address concerns when needed.

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.

Parents will receive their child's NWEA report at the end of quarter two and quarter four. These results will also be reviewed during Report Card Pick Up during the first and third quarter of the school year.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

We will follow CPS policy when notifying parents of this.

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

Parents will be provided with this information through the school website, beginning of the year open hour presentation and the state of the school.

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.

This will be accomplished through monthly teacher lessons, family literacy and STEAM night, as well as, quarterly parents meetings.

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.

The school will conduct a parent survey at the beginning, middle and end of the school year, as well as monitor parent concerns and feedback informally throughout the year.

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.

Parents of early childhood students will be invited to participate in all parenting activities including PAC, BAC and quarterly parent meetings.

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 website, weekly admin parent emails, monthly teacher and admin letters, use of the Remind app.

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.)

Teachers will use the following curriculum: Wonders- McGraw Hill, Words their way, Sadlier Oxford Vocabulary, IXL, Pearson Literature, Sadlier Oxford-math, IXL, Go Math!, Amplify Science, McGraw Hill-SS, and Facing History.

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.

We will have parent teacher conference during the first and third quarter of the school year.

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 will receive progress reports 4 times a year.

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

Parents will be able to contact teachers through the remind app, as well as the schools website.

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

Parents will be able to volunteer throughout the school year during parent interaction days, school celebrations and with coordination of their child's classroom teachers.

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

Parents will be provided with information and best practices to support their child through monthly newsletters by teachers and administration, as well as one-on-one conference with teachers as needed.

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 be involved in their children's education through individual parent meetings, PAC, BAC meetings, LSC meetings, as well as parent surveys three times a year.

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 be responsible for good attendance, positive attitude, being prepared for classroom, participating in student council and advocating for their learning with their teachers and administrative teams.

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.

Providing parents with quarterly trainings and support groups centered around Special Education and Social Emotional Learning in order to educate and support parents to better prepare their students for academic success.

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.	$1606.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00