

Philip Rogers Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
02/04/2020	Jabbari, Schwarz, Kobayashi, Vroustouris, Bray, Orlow, Sellis, Clark, Lange, Malinowski, Ruiz, Daily	Root Cause Analysis
02/18/2020	Schwarz, Kobayashi, Vroustouris, Bray, Orlow, Sellis, Clark, Lange	Critical Areas of Need

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
 - 3 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)
 - 2 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** To be attached later
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** To be attached later

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 2 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
- 2 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 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
- **Evidence:** To be attached later
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** To be attached later
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:** To be attached later
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 2 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)
 - 2 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)
 - 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
 - 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** To be attached later
- 3 - Transitions, College & Career Access, & Persistence
 - 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** To be attached later

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)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** To be attached later
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)

- 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** To be attached later
 - 3 - 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)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** To be attached later
 - 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** To be attached later
 - 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
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 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)
 - **Evidence:** To be attached later
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School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	4
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	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: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
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	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Family & Community Engagement	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.

Area of Critical Need 1	MTSS system for providing appropriate and effective supports for all students
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Root Cause 1	Limited systems and structures in place for distributive leadership, leading to lack of effective MTSS team
Area of Critical Need 2	Culturally relevant, differentiated Tier 1 academic and social-emotional instruction using knowledge of students needs
Root Cause 2	Lack of professional learning related to culturally and linguistically relevant Tier 1 curriculum and instruction
Area of Critical Need 3	Improved consistency in effective inclusion models to support DL students
Root Cause 3	Limited time for collaboration within and across grade levels, specifically between DL and Gen Ed teachers
Area of Critical Need 4	Culturally and linguistically relevant, rigorous curriculum that uses knowledge of students needs
Root Cause 4	Lack of professional learning related to culturally and linguistically relevant Tier 1 curriculum and instruction
Area of Critical Need 5	Student voice, choice and agency
Root Cause 5	Limited system to incorporate student voice, choice and agency in curriculum and instruction

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading) These 2 students groups have the largest gap in growth on NWEA Reading	African American		69.00	71.00
	Students with IEPs		63.00	66.00
Vision: NWEA Growth G3-8 (Math) These 2 students groups have the largest gap in growth on NWEA Math	Latina (Female)		69.00	72.00
	African American Female		79.00	82.00
	Students with IEPs		45.00	50.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Reading) Important indicator for early literacy skills	Latinx		74.00	77.00
(Blank)				
(Blank)				

Required metrics (Elementary) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Will improve in "Ambitious Instruction"				85.00	

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Create an organized MTSS team that consistently meets to review data, problem-solve around interventions and teacher support
Then we see...	more students receiving targeted Tier 2 and Tier 3 interventions
which leads to...	fewer students referred for special education services and an increase of 2% in NWEA growth in grades 3-8 for reading and an increase of 3% in NWEA growth in grades 3-8 for math.
Budget Description	More information forthcoming

Tags	Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Fidelity of Implementation, ODLSS: Instructional Quality, ODLSS: Related Service Providers, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Create, distribute and analyze teacher survey to determine members of the MTSS team Tags: • (Not started) Determine members of MTSS team, including team lead Tags: • (Not started) Develop professional learning schedule that includes protected time for consistent MTSS meetings Tags: • (Not started) Schedule MTSS planning meetings prior to end of SY 20 Tags: • (Not started) Plan first semester of MTSS meetings, including determining data to review, problem-solving protocols, and develop toolkit of MTSS interventions and teacher support Tags:

Strategy 2

If we do...	provide protected time for General Education and Diverse Learner teachers to collaborate and provide them with effective co-teaching models and professional learning
Then we see...	more effective co-teaching in flexible learning environments that target the needs of diverse learners and prioritizes needs over coverage of content
which leads to...	a 3% increase in growth in NWEA grades 3-8 Reading and a 5% increase in attainment in NWEA grade 2 Reading for students with IEP's
Budget Description	More information forthcoming
Tags	Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality, ODLSS: Procedures and Standards, Personalized Learning: Authentic Learning, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access

Action steps	<ul style="list-style-type: none"> • (Not started) Develop professional learning calendar for SY 20-21 that provides consistent protected meeting time for general education and diverse learner inclusion teachers <p>Tags:ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> • (Not started) Develop resource folder that includes research-based best practices for co-teaching models <p>Tags:ODLSS: Service Delivery</p> <ul style="list-style-type: none"> • (Not started) Create professional learning series focused on best practices for co-teaching <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop and implement cycle of learning focused on co-teaching curriculum and instruction, including planning, implementation, safe practice, observation, and feedback <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create look-for tool to use for learning walks and peer-coaching <p>Tags:</p>
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Strategy 3

If we do...	create a curriculum committee to assess the extent to which current curriculum is culturally and linguistically relevant, rigorous uses knowledge of students needs
Then we see...	teacher-leaders from the curriculum committee lead their grade and content teams in developing culturally and linguistically relevant, rigorous unit plans which integrate knowledge of students needs
which leads to...	increased equitable access of and engagement with rigorous texts and tasks, particularly for African American and Latinx students, resulting in an increase of 2% in NWEA growth in grades 3-8 for reading and an increase of 3% in NWEA growth in grades 3-8 for math.
Budget Description	More information forthcoming.
Tags	Leadership for Continuous Improvement, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> • (Not started) Create, distribute and analyze teacher survey to determine members of the curriculum committee

	<p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Determine members of curriculum committee, including team lead <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Schedule curriculum committee planning meetings prior to end of SY 20 <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Plan and facilitate curriculum committee meetings <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Evaluate current curriculum to determine effectiveness, cultural and linguistic relevance, equitable access to rigorous texts and tasks, and to what extent curriculum provides for differentiation and integration of knowledge of students <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Determine which components of current curriculum need to be improved <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide research-based recommendations for curricular and instructional shifts to implement <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create look-for tools to observe implementation of improved curriculum <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Design cycle of learning for curriculum implementation <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Plan and implement learning walks to gather data to analyze and reflect on curriculum implementation <p>Tags:</p>
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Action Plan

Strategy 1

Create, distribute and analyze teacher survey to determine members of the MTSS team

Jun 01, 2020 to Jun 08, 2020 - Kobayashi

Determine members of MTSS team, including team lead

Jun 08, 2020 to Jun 12, 2020 - Principal

Develop professional learning schedule that includes protected time for consistent MTSS meetings

Jun 15, 2020 to Jun 26, 2020 - Kobayashi

Schedule MTSS planning meetings prior to end of SY 20

Jun 15, 2020 to Jun 24, 2020 - Koboyashi

Plan first semester of MTSS meetings, including determining data to review, problem-solving protocols, and develop toolkit of MTSS interventions and teacher support

Aug 03, 2020 to Aug 21, 2020 - Kobayashi

Strategy 2

Develop professional learning calendar for SY 20-21 that provides consistent protected meeting time for general education and diverse learner inclusion teachers

Jun 01, 2020 to Jun 27, 2020 - Kobayashi

Develop resource folder that includes research-based best practices for co-teaching models

Jun 01, 2020 to Aug 21, 2020 - Kobayashi

Create professional learning series focused on best practices for co-teaching

Jun 01, 2020 to Aug 21, 2020 - Kobayashi

Develop and implement cycle of learning focused on co-teaching curriculum and instruction, including planning, implementation, safe practice, observation, and feedback

Jul 06, 2020 to Aug 28, 2020 - Kobayashi

Create look-for tool to use for learning walks and peer-coaching

Aug 24, 2020 to Sep 25, 2020 - Kobayashi

Strategy 3

Create, distribute and analyze teacher survey to determine members of the curriculum committee

Jun 01, 2020 to Jun 12, 2020 - Kobayashi

Determine members of curriculum committee, including team lead

Jun 15, 2020 to Jun 19, 2020 - Kobayashi

Schedule curriculum committee planning meetings prior to end of SY 20

May 20, 2020 to Jun 21, 2020 - Kobayashi

Plan and facilitate curriculum committee meetings

- Kobayashi

Evaluate current curriculum to determine effectiveness, cultural and linguistic relevance, equitable access to rigorous texts and tasks, and to what extent curriculum provides for differentiation and integration of knowledge of students

- Kobayashi

Determine which components of current curriculum need to be improved

- Kobayashi

Provide research-based recommendations for curricular and instructional shifts to implement

- Kobayashi

Create look-for tools to observe implementation of improved curriculum

- Kobayashi

Design cycle of learning for curriculum implementation

- Kobayashi

Plan and implement learning walks to gather data to analyze and reflect on curriculum implementation

- Kobayashi

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

We rely on the SQRP issued by CPS to breakdown our students' achievement in Reading/Math in subgroups.

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

As a school, we look at universal screeners (DIBELS and NWEA) to identify which tiers students should be placed into for instruction. All students have access to Tier 1 Universal Instruction. Students that need intervention (Tiers 2 and 3) are given more intense interventions along with rigorous Tier 1 instruction.

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.

We are creating an MTSS team that will monitor students in tier 2 and tier 3. They will meet regularly with teachers to monitor the status of the MTSS plan which involves research based interventions. We will monitor all students, including the historically underserved.

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).

We address the needs of all students through our MTSS process and through our Behavior Health Team. Any teacher that has a concern for a student SEL or attendance issue can reach out to the BHT to discuss ways to support our students. We provide counseling services, check in/check out, mentoring, etc. This is tailored to each student's individual need.

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

At Rogers, all teachers are highly qualified. When positions are posted, we receive many resumes of highly qualified teachers.

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.

Rogers provides many professional development opportunities based on scientifically based research for all staff members. Staff members are encouraged to attend outside professional development activities as well. We ask staff members to share that they learned with the rest of the staff.

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

Strategies to increase parent involvement include monthly newsletters letting them know important dates for school events. We also do Robocalls letting parents know about special events such as Math Night, Taste of Rogers, and Family Reading Night. We encourage parents to come to monthly LSC Meetings, BAC meetings and PAC meetings. We share information such as flyers to inform and remind parents of these events.

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.

We have Preschool for all.

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.

We have an Instructional Leadership team that consists of administration and any teachers that want to be part. Teachers are encouraged to share resources and make decisions regarding the use of academic assessments. Teachers also vote every year on which assessments will be used at Rogers.

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.

Teachers work with students in groups based on the level of intervention each students needs. These groups are fluid as a student may need more intense intervention for a while in Tier 3 and may move back to Tier 2, and then to Tier 1. Teachers response to individual needs are reflected in their unit plans.

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.

We partner with CPS Parent University. Parent University provides parents with resources for all federal, state and local services.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

In preparation for the next school year, a calendar will be developed that contains all the pertinent dates for our events and meetings such as: LSC, PTO, BAC, PAC and FOR. This calendar serves as a tool for parents to be aware of specific events that are taking place. In addition to the calendar, we have a school website. We also send home monthly newsletters to make sure parents know what is happening at our school.

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

To serve as a liaison for our school, Rogers will send invitations (in the family's home language) to our parents to participate in our annual Title I Meeting. Our school will hold monthly BAC and PAC meetings for parents that want to be involved. This information will be posted on our school website and shared in the monthly newsletter. Our Title I Annual Meeting was held on October 21, 2020 at 3:15 pm. Our Title I PAC Meeting was held on October 21, 2020 at 4:00 pm.

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.

In order for Rogers to create a partnership with our parents, we need to make sure that parents have their voices heard. Since there will always be a calendar set for regular meeting of the PAC, parents will have the

opportunity to participate, provide suggestions, and advocate for their children. If another meeting needs to be held, the principal will adjust the calendar as 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.

Reports of any assessments given to students will be sent to the parents. In addition, a copy of the student report will be placed in the student's CUM folder.

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.

All teachers that work at Rogers Elementary School are 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.

During our Title I Meetings, we will be sharing with parents how we use data from universal screeners. Once data has been analyzed, students will be placed in their appropriate tiers. Students will receive the appropriate interventions based on their tier.

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.

Workshops will be provided in the areas of literacy, technology, math, EL, and SEL. Whenever meeting or resources are available, we make sure to do Robocalls. Parents are also able to translate any information on the website into any language.

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.

At the start of the school year, administration will instruct teachers regarding the proper contact, communication and partnerships that should be created with parents. Administration will monitor teachers' on-going correspondence with parents/guardians.

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.

Rogers has a Preschool for All program.

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 information will be disseminated by our calendar, website, and monthly newsletters from teachers and administration.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

<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>

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

<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.)

Rogers School will provide a safe, respectful and challenging learning environment enhanced through rigorous curricula to ensure that all students will be prepared to be productive members of the 21st century and beyond. All students will receive the necessary foundation for them to become high school, college and workforce ready to succeed in a global society.

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.

In order for our students to succeed, we ask that teachers meet with parents at the midpoint of each quarter for students that have a D or below in core subjects. This ensures that parents and teachers are working together toward student success.

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

Weekly reports are sent home to parents of students with grades D or below. Parents may check grades through the Parent Portal at any time.

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

Parent have access to staff by contacting them in person, through telephone or email.

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.

During our Fall Open House, parents are informed of the steps needed to volunteer and participate in classroom activities. During this time, we also communicate the expectations of a volunteer. Parents are directed to go to cpsvolunteers.org to be cleared to volunteer.

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

During orientation, parents are given suggestions on how to support student learning at home. Items addressed are parent portal, the Rogers website, online components or curricula and suggestions of how to discuss what their children are learning in school. Primary teacher send home weekly newsletters to inform parents about weekly skills.

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

The Title I Meeting and the PAC meetings are the best forums for parents to attend. Ideas and suggestions that parents have addressed will be brought to the attention of the LSC.

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).

In order for our students to take responsibility for their learning, they will need to engage in annual goal-setting based on the Dibels or MAP scores. The culture of Rogers fosters high expectations for behavior, materials, and work ethic at the beginning of the year and held to those standards.

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.

Our goal is to increase students academic achievement through parental involvement. Specifically, we are trying to increase parent use of Parent Portal, and we offer on-site signup at our open house in September and the first and third quarter parent teacher conferences. We have frequent parent meetings about the high school application process beginning in 6th grade and continuing through 8th grade.

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.	\$3034.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00

