

Sauganash Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Sean Kennedy	Assistant Principal	sekennedy@cps.edu	Has access
Claire Trainer	7/8th Science/ ILT Lead	cetrainer@cps.edu	Has access
Chris Munns	Principal	cdmunns@cps.edu	Has access
Maureen Murphy	7/8th Reading/ ILT Member	mfmurphy@cps.edu	No Access
Andrea Allegretti	Counselor/ Case Manager	amallegratti@cps.edu	No Access
Anna Ihana	EL Program Teacher	aihana@cps.edu	No Access
Amy Murray	2nd Grade Teacher/ ILT Member	albenjamin@cps.edu	No Access
Katie Murphy	SPED Teacher	kmurphy22@cps.edu	No Access
Christina Tassone	LSC Member	cmtassone@gmail.com	No Access
Liz Piper	LSC Member/ Community Member	lizpiper09@gmail.com	No Access
Chris Schumer	LSC Member	c_schumer@yahoo.com	No Access

Team Meetings

Date	Participants	Topic
01/31/2020	Sean Kennedy, Chris Munns, Claire Trainer, Maureen Murphy, Andrea Allegretti, Amy Murray, Anna Ihana	SEF Framework, Self Assessment

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** We have followed a vision and mission from 2011, but realized that we would like to update this information to meet our school where we are at now. We have implemented SEL through classroom opportunities, Second Step, and Wlweus curriculum. Going forward, we will use a vertically aligned SEL curriculum across K-8. We would like to build more consistency in empowering leaders across the school. We've utilized flex days (staff meetings), common preps, email communication throughout the year. We've implemented a mentorship program this year that has received strong feedback and plan to continue with this.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 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
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** We've started to implement instructional rounds this year and plan to build upon them. We use NWEA scores to drive instruction and will work to use the learning continuum in discussions about instruction. The MTSS problem solving process is utilized throughout the year. ILT and Grade level teams meet multiple times a year to focus on student data for informing instruction across the school.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** We've worked to enhance our culturally relevant texts available to students and how we can connect these resources to our standards. We feel that we would like to focus more on connecting learning to real world situations/examples, We also want to focus on embedding the SEL standards into our curriculum to reinforce the learning throughout the day.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 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
 - 4 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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)
 - **Evidence:** We have improved with our pedagogical shift for teachers to act as facilitators within the classroom. We recognize this is an area that we want to continue to develop. Some ideas focus around ideas of re-teach vs re-engaging when going over material that students struggle in. We feel like we do a strong job of communicating across support teams for students that need additional help.
- 4 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** We feel that teachers are strong in developing authentic assessments in their classrooms but could continue to work on providing multiple pathways for students to show their understanding. We communicate across grade level and within grade bands about grade systems and procedures.
- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 4 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)

- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** We have a very strong MTSS team that implements the progress monitoring program with fidelity. Teachers work with MTSS aides to target student areas of needs. Our Counselor and Assistant Principal routinely update groups based on multiple assessments. We are interested in developing ways to have parents better support these initiatives at home, especially in developing independence skills.
- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12

- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:** Improve key concepts of Naviance, implement a curriculum with fidelity. Continue to build on current practices and it's consistency.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Our teachers are very caring of our students and work to create strong, trusting relationships. We would like focus on this area in terms of SEL support and creating a more collaborative classroom environment. This year, teachers participated in a book study, Culturize, and have been giving PD throughout the school year. We will continue to explore ways of strengthening our relations with students.
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 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)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** We have started to work on Civic Engagement as a part of our last CIWP. This is an area we would like to increase focus in. We have implemented the Culturzie book study to strengthen the school environment. We are now putting a committee together to rate our school's areas of strength and weakness with civic engagement and develop an action plan.
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- **Evidence:** Our school has strong policies and procedures which students and adults follow. We communicate clearly, practice routines, and discuss the expectations. Students feel comfortable and safe in this environment.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** This ties into the relational trust and SEL components mentioned above. Teachers actively work to get to know students, listen to their reasoning, and follow fair discipline interventions. We would like to continue to refine our practices rooted in SEL opportunities.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 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:** We communicate with parents through email, calls, blasts on a consistent basis. Parents are invited to volunteer, participate in academic or social nights, and be active within the school community. We also partner with outside nonprofits such as Misericordia, Feed My Starving Children, Toys for Tots, etc.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Relational Trust	4
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	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: NWEA Growth G3-8 (Reading) Literacy growth for ELL students, especially Hispanic subgroup Focus on accommodations for ELL students & teachers	EL		72.00	74.00
	Latinx		72.00	74.00
Vision: NWEA Growth G3-8 (Math) Math growth among our diverse learner group Lack of number sense and foundational skills for diverse learners	Students with IEPs		60.00	62.00
	Overall		60.00	62.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Percent of students making yearly progress on ACCESS Implementation of Can-Do Descriptors/WIDA standards	EL		50.00	55.00
	Overall		50.00	55.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our goal is to maintain the score of 4.8 given our current growth, attainment, and subgroup scores. Additionally the challenge of the decreased attendance metric and new 3-8 On-Track metric coming on this coming SQRP.				4.80	4.80

Custom metrics (0% complete)

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

Strategy 1

If we do...	a shift in pedagogy to a student led and teacher facilitated environment and use a gradual release of responsibility model
Then we see...	a safe and inclusive classroom environment where students are able to take pride in and share their diverse perspective, develop a growth mindset by taking risks, building intrinsic motivation, problem solving, and persevering towards goals
which leads to...	students acting as global citizens that respect and appreciate other cultures and backgrounds. This should lead a decrease in student escalated referrals and logged incidents. Also, students will have autonomy over their learning, developing self efficacy and achieving success as seen by an increase in the school average for both REACH components 2.b. & 3.b. (2.b. - Establishing a Culture for Learning) (3.b. - Using Questioning and Discussion Techniques)
Budget Description	Coaching Colleagues to Support and Increase Productive Talk Moves Professional Development; Teacher Extended Day Buckets to complete Productive Talk Seminars to the rest of the staff, Substitute Teacher Bucket Funding for (Instructional Rounds, Professional Development, REACH 2.b & 3.b)
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OLCE, Science: Student Discourse, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) 1-1 Civic Engagement Committee self assessment as it relates to student voice, engagement, and civic life and the fidelity of these components Tags:Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment (Not started) 1-2 Continue to build on teacher observations with focus on district wide look fors and productive talk moves across all subject areas with a focus on coaching primary science lesson and labs Tags:Leadership for Continuous Improvement, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Curriculum (Not started) 1-3 Utilize Instructional Rounds, Productive Talk Co-Teaching, Science Coaching Periods, flex days, administrative meetings, and professional

	<p>development days to collaborate, gauge progress, and make adjustments. Take into account student feedback via a survey.</p> <p>Tags:Leadership for Continuous Improvement, Literacy: Key Practice #1- Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) 1-4 Dive into REACH data of 2B (2.b. - Establishing a Culture for Learning) and 3B (3.b. - Using Questioning and Discussion Techniques) to see if there has been a school-wide improvement in these areas. <p>Tags:SSCE: Student Voice, SSCE: Student Voice CIWP</p>
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Strategy 2

If we do...	focus on implementing accommodations with fidelity for EL students & teacher, using Can Do Descriptors and WIDA standards
Then we see...	EL students engaging with more developed language and accessing more complex texts
which leads to...	More students finding progress moving through the ACCESS levels from 50% to 55% of students making sufficient yearly progress as shown on the SQRP
Budget Description	ELPT Based Budget to Fund .5 Position Coaching Colleagues to Support and Increase Productive Talk Moves with our DL and EL student population Substitute teacher (Instructional Rounds, and Network 1 Summit Professional Development) Professional Development; Teacher Extended Day Buckets to complete Productive Talk Seminars to the rest of the staff, Substitute Teacher Bucket Funding for (Instructional Rounds, Professional Development, REACH 2.b & 3.b)
Tags	Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Equity: Liberatory Thinking, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Learner Agency, Math: Student Discourse
Action steps	<ul style="list-style-type: none"> (Not started) 1-1 Create a classroom environment with visual supports in alignment with ?Can Do Descriptors? to support EL students in discussions and independent work in order to participate in the classroom. <p>Tags:MTSS, Family & Community Engagement, Equity: Resource Equity, OLCE, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) 1-2 Providing all classrooms with access to culturally relevant material to support EL students and teachers. <p>Tags:OLCE, OSEL: Supportive Classroom Environment</p>

	<ul style="list-style-type: none"> (Not started) 1-3 Consistently integrating and specifying ESL instruction versus sheltered English. <p>Tags:OLCE, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) 1-4 Acquiring additional EL resources (phonics and culturally relevant books) for primary teachers to place a focus on its implementation and use with fidelity. <p>Tags:Instruction, OLCE, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) 1-5 Use Flex Days or PD time to create an EL Resource Implementation PLC for primary teachers to learn best practices for classroom use. <p>Tags:Instruction, OLCE, OSEL: Supportive Classroom Environment, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 3

If we do...	Develop a school-wide focus on discussion techniques within all content areas for our students, with a special focus on our EL students and our Diverse Learners
Then we see...	Students developing their understanding more deeply through critical thought, being able to organize their thinking, and build a stronger vocabulary which will translate to strengthen literacy, writing, and mathematical skills
which leads to...	An increase of literacy growth from 72% to 74% for EL students, especially Hispanic subgroup as measured by NWEA-Map SQR metrics, as well as, increased math growth from 60% to 62% for our DL students as measured by the NWEA - MAP SQR metrics.
Budget Description	Coaching Colleagues to Support and Increase Productive Talk Moves Professional Development; Teacher Extended Day Buckets to complete Productive Talk Seminars to the rest of the staff, Substitute Teacher Bucket Funding for (Instructional Rounds, Professional Development, REACH 2.b & 3.b)
Tags	Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) 1-1 Utilize Professional Development Days for teachers to engage with the Productive Talk PLC and build out the learning throughout the first half of the year. <p>Tags:Leadership for Continuous Improvement, Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development</p>

	<p>& Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) 1-2 Utilize Teacher Coach periods, Flex days for revisiting/reinforcing Productive Talk and redistribution of productive talk materials. <p>Tags:Instruction, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) 1-3 Utilize a teacher/coach to help other teachers school-wide implement Productive Talk techniques with fidelity and help with improvement of skills, thus further engaging our EL and DL students. <p>Tags:ODLSS: Instructional Quality, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) 1-4 Further commit to continuing Instructional Rounds school-wide with groups of teachers and administrators with focus on District & School-Wide look-fors. <p>Tags:</p>
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Strategy 4

If we do...	continue to provide targeted and individualized Social and Emotional Learning support
Then we see...	students strengthening their relational trust with their teachers and peers, taking accountability and ownership for their growth both academically and socially, and more willing to take academic risks
which leads to...	a supportive environment where students reach their full academic and emotional potential through SEL School Climate Self Assessment, maintaining Well-Organized label on the School Culture Climate Report.
Budget Description	Professional Development on Second Step and Calm Classroom materials
Tags	Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Not started) 1-1 Expand on our Social and Emotional team to guide, develop, and implement supportive school wide climate practices that will empower students and teachers.

	<p>Tags:Relational Trust, Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) 1-2 Expand school-wide data collection system that takes into account behavioral infraction occurrence, severity, and tiers of consequences, and uses the data to inform best practices for future student outcomes. <p>Tags:Relational Trust, Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) 1-3 Create a partnership with the parents, teachers, counselors, administration, other CPS schools and possibly an outside agency to ensure social emotional support benefits all students. <p>Tags:Student Voice, Engagement, and Civic Life, FACE2: Community Partnerships, FACE2: Local School Council, FACE2: Parent Engagement</p> <ul style="list-style-type: none"> (Not started) 1-4 Establish a mentorship program, student to student and teacher to student, to support struggling students. <p>Tags:Student Voice, Engagement, and Civic Life, CBE: SEL Integration, OSEL: SEL Instruction</p>
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Action Plan

Strategy 1

1-1 Civic Engagement Committee self assessment as it relates to student voice, engagement, and civic life and the fidelity of these components

Aug 21, 2020 to Jan 08, 2021 - Civic Engagement Committee

1-2 Continue to build on teacher observations with focus on district wide look fors and productive talk moves across all subject areas with a focus on coaching primary science lesson and labs

Aug 01, 2020 to Jun 30, 2021 - Science Coach Teachers Administrators Counselor Case Manager

1-3 Utilize Instructional Rounds, Productive Talk Co-Teaching, Science Coaching Periods, flex days, administrative meetings, and professional development days to collaborate, gauge progress, and make adjustments. Take into account student feedback via a survey.

Jan 01, 2021 to Jan 31, 2022 - Administrators Teacher Coaches Teachers Students MTSS/DL/EL

1-4 Dive into REACH data of 2B (2.b. - Establishing a Culture for Learning) and 3B (3.b. - Using Questioning and Discussion Techniques) to see if there has been a school-wide improvement in these areas.

Jan 01, 2021 to Jan 28, 2022 - Administrators Productive Talk Coach ILT Team

Strategy 2

1-1 Create a classroom environment with visual supports in alignment with ?Can Do Descriptors? to support EL students in discussions and independent work in order to participate in the classroom.

Aug 01, 2020 to Dec 31, 2021 - ELPT Teachers Administration

1-2 Providing all classrooms with access to culturally relevant material to support EL students and teachers.

Dec 01, 2020 to Jun 30, 2022 - ELPT Teachers Administration

1-3 Consistently integrating and specifying ESL instruction versus sheltered English.

Oct 01, 2020 to Jun 30, 2022 - ELPT Teachers Administration ILT Team

1-4 Acquiring additional EL resources (phonics and culturally relevant books) for primary teachers to place a focus on its implementation and use with fidelity.

Jan 01, 2021 to Jan 31, 2022 - ELPT Teachers Administration ILT Team

1-5 Use Flex Days or PD time to create an EL Resource Implementation PLC for primary teachers to learn best practices for classroom use.

Feb 01, 2021 to Jun 30, 2022 - ELPT Primary Teachers Admin ILT Team

Strategy 3

1-1 Utilize Professional Development Days for teachers to engage with the Productive Talk PLC and build out the learning throughout the first half of the year.

Aug 01, 2020 to Aug 31, 2021 - ILT Team Teachers SECA, TA, Misc. Administrators

1-2 Utilize Teacher Coach periods, Flex days for revisiting/reinforcing Productive Talk and redistribution of productive talk materials.

Aug 01, 2020 to Aug 31, 2021 - ILT Team Teachers Administrators

1-3 Utilize a teacher/coach to help other teachers school-wide implement Productive Talk techniques with fidelity and help with improvement of skills, thus further engaging our EL and DL students.

Oct 01, 2020 to Jun 30, 2021 - Lead Teachers Teachers ILT Team

1-4 Further commit to continuing Instructional Rounds school-wide with groups of teachers and administrators with focus on District & School-Wide look-fors.

Oct 01, 2020 to Aug 31, 2021 - Admin Teacher-Coaches Teachers ELPT ILT Team

Strategy 4

1-1 Expand on our Social and Emotional team to guide, develop, and implement supportive school wide climate practices that will empower students and teachers.

Aug 01, 2020 to Aug 31, 2021 - SEL Team Teachers Students

1-2 Expand school-wide data collection system that takes into account behavioral infraction occurrence, severity, and tiers of consequences, and uses the data to inform best practices for future student outcomes.

Oct 01, 2020 to Oct 31, 2021 - SEL Team Teachers Counselor Social Worker ILT Team

1-3 Create a partnership with the parents, teachers, counselors, administration, other CPS schools and possibly an outside agency to ensure social emotional support benefits all students.

Jan 01, 2021 to Jan 31, 2022 - SEL Team Teachers ILT Team LSC

1-4 Establish a mentorship program, student to student and teacher to student, to support struggling students.

Apr 01, 2021 to Jun 29, 2022 - SEL Team Teachers Counselor Social Worker ILT Team

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

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

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional

assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.)

N/A

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.

N/A

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

N/A

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

N/A

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.

N/A

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

N/A

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

N/A

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).

N/A

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

N/A

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

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>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.</p>	<p>\$0.00</p>
<p>53405</p>	<p>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.</p>	<p>\$0.00</p>

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