

South Loop Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Andrew Rhodes	Assistant Principal	arhodes2@cps.edu	Has access
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Ziolo Kevin	Climate and Culture Co-Lead	kziolo@cps.edu	Has access
Cummings Joe	Parent		No Access
Lehman Liz	Parent		No Access

Team Meetings

Date	Participants	Topic
01/08/2020	Shelton, Rhodes, Herron, Rocha, Mcnichols, Anders, Kendt	ELA
01/15/2020	Shelton, Rhodes, Welch, A. Smith	Math
01/31/2020	Shelton Rhodes, Berlanga, Allababidi, Ziolo	Culture and Climate
02/19/2020	Shelton, Rhodes, Joe Cummings	CIWP Process & Parent Involvement
03/04/2020	Shelton, Rhodes, Joe Cummings, Liz Lehman	CIWP Process & Parent Involvement

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)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Evidence for these ratings can be found in communication from admin to teaching staff regarding vision and purpose. We have an established ILT, protocols from the staff handbook, and leadership teams to communicate vision and goals. Curricular decisions are made with teacher voice and teachers have autonomy in planning units, lessons, and assessments. Grade band/content band teamwork is a strong point, but we can do more to work vertically in teacher teams
- 3 - Structure for Continuous Improvement
 - 3 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
 - 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
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** School schedule is responsive to the needs of all students, budget is aligned to CIWP, and physical surroundings are clean, inviting and student-centered with a focus on the leader in me curriculum. We can improve upon our non-evaluative observations providing actionable feedback and utilizing data to identify performance and practice gaps.

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
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** During the course of the year, staff highlights various communities, culture, history and language through relevant texts and classroom discussions. Grade level bands meet weekly to collaborate and to discuss curriculum maps to ensure horizontal alignment. Primary teachers implement Second Step which address the social emotional learning standards. The diverse learner's team work with general education teachers to modify curriculum to account for the individual needs of the diverse learners. Teachers incorporate leveled readers according to students' instructional reading levels to ensure access to the same curriculum.
- 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
 - 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
 - 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:** Teachers provide opportunities for students to answer other students' questions in a student-centered learning environment. Diverse learners are given multiple opportunities to demonstrate their knowledge and skills through multi-

modal learning. English language learners receive opportunities to deepen their English knowledge in their classrooms. However, to provide additional support, consistent targeted small group instruction is needed. All staff follow an inclusive model for diverse learners ensuring that they participate in the same instruction as their peers in the general education setting. Students have access to supplemental instruction in the diverse learners classroom using alternative instructional methods that allows them to progress through the general education curriculum.

- 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
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 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
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 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:** vertical alignment of curriculum and practices consistent coteaching model through grade band continuity in standards based grading, and creating a protocol across the grade-band, equitable grading system/weights for middle school (content based) Staff ensure that during assessments and classwork students are graded according the reduced amount completed, as reflected in the IEP, instead of the totality of the assessment . The topography of collaboration between diverse learner and general education teachers could be altered to facilitate teachers collectively grading work and assessments to better reflect the needs of individual students.
- 3 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
 - 3 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)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Currently we do not have a system in place to address chronic absenteeism and staff is inconsistent implementation for students below the C grade range, specifically students who are failing due to missing assignments rather than showing difficulty understanding content. While many social and emotional strategies are implemented throughout all building programs could be unified and more consistently implemented. Monthly meetings take place for the MTSS team where tier 2 and tier 3 students' data is reviewed. A grade level meeting also takes place at least once a month where teachers review MTSS students progress or lack of, interventions being implemented, and interventions are shared amongst staff. In addition to BOY, MOY, and EOY NWEA and Mclass data, teachers use classwork and assessments to make instructional decisions for MTSS students. Administration created the MTSS team so that it is inclusive of each grade cycle and content are throughout both buildings. Diverse learner staff work with outside therapists, psychologists, psychiatrists, social workers, medical doctors, and families to implement suggested strategies. We would like to strengthen the implementation of recommendations from outside sources, specifically parents and clinicians. While progress monitoring is happening within the school we need to consistently communicate results with families. Administration allocates funds each year to purchase resources that are research based specifically for MTSS in ELA. We would like to purchase additional math resources for MTSS. Improved collaboration between diverse learner teachers and MTSS staff to support students by providing more efficient strategies for students in need of tier 2 and tier 3 interventions. Improved collaboration to support the implementation of outside/private clinicians recommendations for students.
- 2 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 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:** We've rated ourselves in this category based on the criteria asked, although it appears multiple components are geared towards high schools and high school students. We currently have a high school fair, a school counselor who helps students apply to multiple high schools each year, students have opportunities to visit colleges, and we have our FUSE lab through a partnership

with MSI where college career readiness skills are offered. Diverse learners team could analyze and list component skills necessary for students to achieve more success in transition settings and teach to those skills in advance of the transition.

Quality and Character of School Life

- 3 - Relational Trust
 - 2 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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 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
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 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)
 - 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:**
- 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)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- 3 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).
- 3 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)
- 3 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
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	2
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

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	On Track
Root Cause 1	Not enough focus on attendance and alignment issues with grading
Area of Critical Need 2	AA Priority Group Reading Growth Percentile
Root Cause 2	Teachers supporting students' varied learning needs and styles
Area of Critical Need 3	AA Priority Group Math Growth Percentile
Root Cause 3	Teachers supporting students' varied learning needs and styles

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate	Overall		96.50	97.00
Our focus for this CIWP is improving on our On Track numbers. We are currently on a downward trend with On Track from 75.3% of students On Track in 2017, which was up to 77.8% On Track in 2018, and down to only 70.5% of students On Track in 2019. Our attendance dropping below 96% in	African American		96.50	97.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
2019 has contributed to this overall drop in On Track				
Vision: NWEA Growth G3-8 (Math) Our overall NWEA growth percentile for Math in 2019 was at the 89th percentile and yet the same metric for our African American priority group was only at the 70th percentile	African American		85.00	90.00
	African American Male		85.00	90.00
Vision: NWEA Growth G3-8 (Reading) Our overall NWEA growth percentile for Reading in 2019 was t the 85th percentile while the same metric for African American students was at the 70th percentile.	African American		90.00	90.00
	African American Male		90.00	90.00
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our Supportive Environment category in 2019 was ranked as Weak. Our goal is improve upon that category, moving to Strong in 2020 and either maintaining that rating in 2021 or moving up to Very Strong.					

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Improve On Track rate from 70.5% in 2019 With the addition of On Track data to the SQRP equation, we want to better support students, staff,	70.50	75.00		80.00	85.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
and parents to be aware of On Track metrics and understand how we as a school can promote student attendance and norm on equitable grading practices and plan for instruction to improve upon student grade point averages					

Strategies

Strategy 1

If we do...	Use grade level time to regularly analyze student work samples, and use the student data to develop common assessments. Develop content or grade level based common assessments to be utilized at 5-10 week intervals. Utilize MTSS structures for data and progress monitoring and create learning goals (based on assessment data) to support student growth. Utilize targeted instruction, intervention, and supplemental support in the GenEd setting. Diverse Learner staff members work in conjunction with the GenEd teachers from the grade level(s) of their students. Lessons will be differentiated to meet the needs of Diverse Learners and Diverse Learner teachers will support students to meet their academic needs and maintain compliance with learning plans.
Then we see...	The creation of common content based or grade level assessments at 5 or 10 week intervals and the development of our standards-based best practice approach for all content areas. The development of the standards based approach will require a common grading platform listing out the sub standards within each grade level and content area's required standards, and the ability to identify where students are at within each standard and at multiple intervals of time. The standards based platform will be utilized by both GenEd and Diverse Learner teachers to monitor students' progress and ensure alignment of grading practice across subjects.
which leads to...	Differentiated assessments which balance assessment and grading equitably and, through fully aligned and active standards-based grading usage, teachers, parents, and students being more fully aware of what students do and do not know and having clear paths forward in their learning.
Budget Description	While we already have and utilize principal directed teacher meetings, teachers do need more practice and development on creating standards-based grading procedures
Tags	Instruction, CIDL: Curriculum, Equity: Fair Policies and Systems
Action steps	<ul style="list-style-type: none"> (Not started) 1. Teachers will bring student work samples to all team meetings. 2. Teachers will begin the development of common assessments 3. Teachers will create 5 week data plan cycles <p>Tags: Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment:</p>

	Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning
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Strategy 2

If we do...	Develop robust opportunities for teacher-teacher interaction to foster stronger bonds between staff. During staff meetings, assign teachers to work and interact with staff members they do not typically work with, creating more opportunities for vertical alignment and cross curricular planning, placing a focus on holding courageous conversations about race and staff holding one another accountable. We must similarly articulate the need for constance focus on the student experience at South Loop, from creating opportunities for "mix it up" time where students work and interact with kids they don't normally work with to developing advisory structures so that students can discuss their goals as well as their challenges in a safe and collegial space.
Then we see...	A more evident, self reflective focus on South Loop school culture and values. Partnering with organizations focused on team building to improve teacher collaborative relationships vertically through strategic interactions. For students, more student leadership opportunities and systems (advisory) to be supported by teachers and staff.
which leads to...	A supportive school environment where teachers make intentional effort to support and respect one another and where students feel safe and accepted by their peers. A school climate that is reflective and focused on equitable practice across grade levels .
Budget Description	We will need to partner with organizations who have the capacity to focus on building staff development.
Tags	CBE: SEL Integration, Equity: Fair Policie sand Systems, ONS: Continuous Improvement, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Admin will identify team building partnerships and continue partnering with our Communities in Schools partner to provide learning experiences for students. Develop avenues for student leadership. Ramp up our advisory program and select staff learning resources aligned to our goals. <p>Tags:Relational Trust, Arts Education: Authentic Arts Integration, Equity: Inclusive Partnerships, Equity: Resource Equity, FACE2: Community Partnerships</p>

Strategy 3

If we do...	If we fully implement 15 minute SEL Advisory period where teachers plan real-life activities, discussion around social awareness, in-class/homework assignments, college visits, and partnering with colleges. If middle school team develops and implements a quarterly goal setting sheet where all students along with parents create action plans to improve social skills, behavioral skills, academic success, life skills, studying/learning habits, and planning for next grade-level/high school. Advisory will include all GenEd and Diverse Learner students as we seek to foster a sense of community and trust across
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	classrooms. Diverse Learner teachers will work in conjunction with GenEd teachers to support their students in planning, goal-setting, and progress monitoring.
Then we see...	Increase students' awareness of the academic/professional worlds beyond K-12, and students who are equipped with skills necessary help ensure a successful transition to HS college and the professional world. See an increase in GenEd and Diverse Learners' abilities to manage their decision-making skills and responsible behaviors in personal school and community contexts.
which leads to...	A smoother, more successful transition from grade-to-grade, elementary to high school, and students who will develop self-awareness and self-management skills to achieve school and life success.
Budget Description	Partnering with parents, former students, and colleges and universities to provide our students with access and opportunity in learning about the possibilities for their future selves.
Tags	ECCE: Career and Technical Education, Equity: Inclusive Partnerships, FACE2: Community Partnerships, FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> (Not started) Develop a more robust advisory program for middle grades, with focus on current events, social-emotional well being, and college and career readiness. <p>Tags: Leadership for Continuous Improvement, Relational Trust, Equity: Fair Policies and Systems, OSCPA: College and Career Readiness</p>

Strategy 4

If we do...	Rebuild and restructure an arts leadership team that includes all stakeholders and meets on a regular basis Plan and implement relevant, standards-based arts integration units that include the use of technology and are aligned to high school arts and technology related programs/course offerings Establish a professional learning plan for non-arts teachers and arts teachers that provides pathways for teachers to deliver relevant arts integrated curriculum and instruction which incorporates technology.
Then we see...	An arts leadership team comprised of all stakeholders (non-arts and arts teachers across all grade-level bands, school administration, and community members who provide meeting minutes and agendas for quarterly meetings that focus on arts integration, student learning opportunities, and the direction of arts integration curriculum and the Fine and Performing Arts Department. Arts teachers along with non-arts teachers (across all grade-level bands) will collaborate on the arts integration team who meet on a monthly basis throughout the school year plan and implement one or more quarterly standards-based arts integrated units incorporating technology for which they will submit unit plans. Quarterly arts related PD opportunities that provide pathways for arts and non-arts teachers to plan and deliver relevant arts integrated curriculum and instruction units that incorporate technology and are aligned to high school arts related programs/course offerings. An enduring rapport with community partners (local colleges/businesses and/or CPS arts partners) that are active participants on the Arts Integration Team, provide student programs/instruction, activities, resources, field trips, etc., and student exposure to future arts career opportunities.

<p>which leads to...</p>	<p>A more cohesive school-wide Fine and Performing Arts Program that equips teachers with the skills, strategies, and planning time needed to develop relevant arts integrated units while engaging students using the latest arts integrated curriculum, and resources necessary to establish a foundation that builds the skills needed for future careers in the arts and arts-related fields. Students engaging in learning activities that provide them with opportunities to have hands-on learning in the arts that incorporates technology, and experiences that align to high school programs/courses preparing them for arts careers of the future.</p>
<p>Budget Description</p>	<p>The fine and performing arts department has received a \$6000 micro-grant that enables them to build a recording studio and furthers the arts departments endeavor to create an arts integration curriculum for the 21st century that incorporates technology. The school also plans to utilize Arts Essential funding for additional equipment, materials, and resources.</p>
<p>Tags</p>	<p>Arts Education: Artistic Literacy, Arts Education: Authentic Arts Integration, Arts Education: Building a Student-Centered Arts Classroom, Arts Education: Community and Career Connections (F/PA #6), Arts Education: Embedding the Arts School-Wide, Arts Education: Equitable Access to the Arts, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Arts Education: Institutional Capacity (F/PA #2), Arts Education: School Structures (F/PA #3), MGIB: Magnet Programs</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Rebuilding and restructuring the Arts Leadership Team to include all stakeholders (arts teachers, non-arts teachers, school administration, and community partners) who meet on a quarterly basis to discuss and plan the direction of arts integration curriculum and the Fine and Performing Arts Department. Tags:Arts Education: Institutional Capacity (F/PA #2), Arts Education: Mission Driven, Distributed Leadership (F/PA #1), Arts Education: School Structures (F/PA #3) • (Not started) Establish an arts-related professional learning plan for non-arts teachers and arts teachers to partake in quarterly arts related professional development relating to arts learning strategies, art-making techniques, arts curriculum, curriculum integration instructional practices, and incorporation of technology in the arts. Tags:Arts Education: Building a Student-Centered Arts Classroom, Arts Education: Community and Career Connections (F/PA #6), Arts Education: Institutional Capacity (F/PA #2) • (Not started) Integration team will plan and implement quarterly standards-based arts integrated units across all grade-level bands that include the use of technology and are aligned to high school arts and technology related programs/course offerings. Tags:Arts Education: Artistic Literacy, Arts Education: Authentic Arts Integration, Arts Education: Building a Student-Centered Arts Classroom, Arts Education: Embedding the Arts School-Wide, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5)

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| | <ul style="list-style-type: none">• (Not started) Establish a lasting rapport with local colleges/businesses and/or CPS arts partners that provide student programs/instruction, activities, resources, field trips, etc., and student exposure to future arts career opportunities. |
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Tags:Arts Education: Community and Career Connections (F/PA #6)

Action Plan

Strategy 1

1. Teachers will bring student work samples to all team meetings. 2. Teachers will begin the development of common assessments 3. Teachers will create 5 week data plan cycles

Sep 01, 2020 to May 31, 2021 - Grade level chairs, MTSS, ESL, and Interventionists

Strategy 2

Admin will identify team building partnerships and continue partnering with our Communities in Schools partner to provide learning experiences for students. Develop avenues for student leadership. Ramp up our advisory program and select staff learning resources aligned to our goals.

Sep 01, 2020 to May 31, 2021 - Admin Team

Strategy 3

Develop a more robust advisory program for middle grades, with focus on current events, social-emotional well being, and college and career readiness.

Sep 01, 2020 to May 31, 2021 - Admin, Climate and Culture Team, School Counselor, School Social Worker, and Middle School Teachers

Strategy 4

Rebuilding and restructuring the Arts Leadership Team to include all stakeholders (arts teachers, non-arts teachers, school administration, and community partners) who meet on a quarterly basis to discuss and plan the direction of arts integration curriculum and the Fine and Performing Arts Department.

Jul 01, 2020 to Oct 01, 2020 - Natasha Anders-Payne, Paulette Mitchell, Robert Zetl, Nicole Garcia, community partners (TBD)

Integration team will plan and implement quarterly standards-based arts integrated units across all grade-level bands that include the use of technology and are aligned to high school arts and technology related programs/course offerings.

Sep 08, 2020 to Jun 11, 2021 - Integration team arts and non-arts teachers (TBD) including Paulette Mitchell, Robert Zetl, Nicole Garcia,

Establish an arts-related professional learning plan for non-arts teachers and arts teachers to partake in quarterly arts related professional development relating to arts learning strategies, art-making techniques, arts curriculum, curriculum integration instructional practices, and incorporation of technology in the arts.

Aug 24, 2020 to Oct 01, 2020 - Natasha Anders, Paulette Mitchell, Robert Zettl, Nicole Garcia and non-arts integration team members (TBD)

Establish a lasting rapport with local colleges/businesses and/or CPS arts partners that provide student programs/instruction, activities, resources, field trips, etc., and student exposure to future arts career opportunities.

Aug 24, 2020 to Jun 22, 2021 - Natasha Anders, Rob Zettl, Paulette Mitchell, Nicole Garcia,

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.

South Loop is not a Title 1 school, however we do offer a variety of parent led opportunities. Parent leadership opportunities include the leadership and development of fundraisers parent led committees, community events lead by parents, room parent positions and room parent coordinator opportunities, volunteer coordinator positions, and a variety of parent led committees that support family engagement and student enrichment support.

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

We are not a Title 1 school but we do offer open houses, family nights focused on academics, and two yearly state-of-the-school addresses.

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.

These opportunities are addressed during monthly Local School Counsel meetings.

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.

The school will provide students performance reports during parent teacher conference, progress reports, and performance reports after the close of each testing materials as well as "EoY" End of Year reports sent home at the end of the year with report cards.

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.

During the hiring process the school will check the hire's ISBE credentials. The school will only hire personnel who are certified in their area/discipline and considered "highly qualified" by ISBE standards.

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.

South Loop is not a Title 1 school, but this is addressed via parent-teacher conferences, sending a yearly calendar of assessment windows, open houses, and the two state-of-the-school addresses each year.

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.

We will offer quarterly family nights focused on instructional strategies at the primary levels (PreK-3rd grade). For 4th-5th grade, we will offer family nights every other quarter. The focus will be on engaging with google classroom, how to access our online resources, and how student's profiles can be set up to meet their needs, and how students who are either struggling or who are high performing can be supported.

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.

Teachers will utilize class websites, google classroom, ClassTag to inform parents of important classroom information, primary teachers will continue to hold parent workshops providing strategies to assist their child with literacy and math, teachers will provide parents will online academic websites and tools to assist students with practicing skills in ELA, math and science. The school provides an abundance of parent leadership opportunities, parents lead clubs, after-school activities, and volunteer in the classroom. Teachers will send out two reminders per year on the tools for Aspen engagement for parents.

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.

We currently partner with tuition-based PreK and follow all guidelines provided.

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.

The school will continue to update the school website and school calendar. Weekly Important Information and School News emails will be sent to parents informing them of upcoming events, school-wide programs/activities, and other important announcements. Teachers also send messages through ClassTag and the room parent coordinator also sends messages through each classroom's email chain.

Policy Implementation Activities

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

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

School-Parent Compact (Complete)

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

We teach standards-based instruction and have means in place to support every learner. We utilize research-based tools and curriculum which are thoroughly vetted by experienced administrators, educators, and teacher teams. Our middle school is content-focused and taught by those who are experts in their subject matter. We utilize an administrative team, have reading specialists in each of our buildings, an ESL instructor, a robust Diverse Learner team and case manager, a school counselor, a school social worker, and a school-wide climate and culture team.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences will be held each semester, once in November and once in April. The school practices student-led conferences where students lead the conference outlining their strengths and setting goals for areas of improvement during the next quarter. Teachers will also schedule parent-teacher conferences based on individual student progress throughout the school year with a specific target at the end of every testing (TRC, MAP) window.

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

Parents are informed of their child's progress each time grades are entered through the Aspen parent portal, as well as the end of testing windows, 5 week progress report cycle. We additionally send reports home based on parent need or concern such as full NWEA profiles or weekly progress updates. Teachers also request these materials if they feel a student is struggling. Parents also have access to reports through our online resources: Razz Kids, Freckle, Bluestreak, Kahn Academy)

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

Access to staff is provided during open house meetings at the beginning of the year, Teacher -led parent workshops, responding to emails within 24 hour time period, by parent request with a 24-48 hour turnaround, volunteer opportunities such as field trips, as well as via regular ClassTag messages and Aspen

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.

We have a room parent coordinator, with a room parent for each classroom who coordinates volunteer opportunities year round for parents to participate in specific class projects.

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

Parents will assist with their child's learning by monitoring students' grade via parent portal, remaining in contact with their child's teachers via ClassTag, (Classtag also provides daily homework assignments and long term projects),attending parent conferences, requesting parent meetings when a child is struggling, being provided data profiles for their children if they are struggling to reinforce skills at home.

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

Parents will consult with the school during open house, family nights, report card pick up and progress report distribution and by making appointments with teachers and administrators as needed. Parents can request this support at anytime after progress report period, after report card period and after the closing of a testing window(NWEA, TRC).

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).

Student responsibility for academic achievement will be a major focus of the advisory setting, where students will focus on goal setting, grades, and On Track metrics. Additionally, conferences focused on academic achievement will be student lead. Middle school teachers meeting with students regularly for goal setting at the beginning of each quarter and anytime grades slip.

Parent Budget (Complete)

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

N/A

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00

53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00