STEM Magnet Academy 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: The Mission and Vision of STEM are regularly shared with stakeholders (e.g., State of STEM addresses, Weekly Updates, Prospective Parent Open Houses, and LSC meetings) and are the guideposts for instruction and decision making at STEM. The unique mission of STEM aims to create critical thinking, problem-solving students and this model can be seen in all classrooms as students work together to solve problems and refine their solutions. STEM has always thrived on shared leadership structures that allow teachers to take ownership of their own classrooms and make decisions that fit the needs of the students. The administration at STEM provides teachers with the leeway to make these decisions, while also providing support for teachers in their areas of need. The administration at STEM has created a "safe practice" zone that allows teachers the flexibility to make instructional decisions and try new ideas in order to refine their pedagogical skills without fear of being penalized.
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 2 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 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
    - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: STEM staff regularly engage in data dives to better understand students' academic strengths and needs. Data from a variety of sources is used to shape instruction, particularly small group instruction. Data inquiry frequently includes discussion of disaggregating data for priority groups and creating ambitious goals for creating equitable outcomes for all students. Schedules at STEM lend themselves to multiple opportunities for teacher collaboration, though time to meet in larger groups somewhat limits professional learning opportunities (e.g., lack of FLEX meeting times throughout the year). Schedules are also created to maximize instructional time, with students receiving core academic

subjects as well as PE, art, music, and technology. Students at STEM also receive Science and Engineering instruction 4-5 times per week. STEM prides itself on strong hiring practices with a hiring team made up of teachers from various grade levels. During the hiring process, the team looks for candidates who not only have strong pedagogical practices, but who also would work well with the existing teams and who show strong commitment to personalizing learning for students. The hiring process allows the team to get to know candidates through interviews, demonstration lessons, and debriefs following lessons. Future improvement cycles will include strengthening MTSS school-wide and designing professional learning opportunities that allow teachers to work towards school improvement goals.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
    - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 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
    - o 4 Curriculum connects to real world, authentic application of learning
    - o 2 Curriculum is aligned to expectations of the standards
    - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
    - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
    - o **Evidence**: Analyzing and implementing the CCSS and NGSS is an ongoing practice at STEM. Many teachers have created and revised curriculum maps and scope & sequences to ensure that students receive connected, rigorous, and quality instruction, and this is a practice that STEM would like to reinforce and strengthen in the coming years. At STEM, literacy is taught through a balanced approach using a variety of texts which are available to teachers through their classroom libraries, the school's leveled book room, and the school library. Instruction in core content areas are integrated with technology and art through quarter-long problem based learning projects and other classroom projects throughout the year. Learning experiences in the classroom are also connected to the real world through monthly field trips planned to reinforce learning. At STEM, learning is differentiated through flexible small group instruction that is designed to meet the needs of students at all academic levels with various learning modalities. Furthermore, during the 2019-2020 school year, STEM went 1:1 with Chromebooks in grades K-8, allowing teachers to thoughtfully incorporate technology into their daily instruction in all content areas. STEM's strong curricular focus is evidenced in the Five Essentials Survey, in which STEM earned a "Strong" rating in Ambitious Instruction (2018); "Very Strong" in Program Coherence (2019); and "Strong" in Collaborative Teachers (2019). This is also shown in the 2019-2020 SQRP data with STEM students in grades 3-8 scoring in the 93rd percentile in NWEA Attainment in reading and the 94th percentile in math. Second graders at STEM scored in the 94th percentile for NWEA Attainment in reading and the 97th percentile for math. One area that STEM would like to improve on in terms of curriculum is incorporating the ISBE Social Emotional Learning Standards across all grade levels and content areas in order to ensure consistent development of SEL skills throughout students' time at STEM.

- 3 - Instruction
    - 4 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
    - 4 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
    - 2 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
    - 4 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**: STEM adopted CCSS in 2011 and NGSS in 2013 (through draft versions guided instruction prior to 2013), reflecting STEM's commitment to implementing key shifts and practices in education. STEM prides itself on hiring highly-qualified, innovative teachers. Teachers are reflective about their instructional practice and continually adjust their pedagogical practices to meet the learning needs of all students. Teachers also ask students to be reflective about their own learning processes and work with students to set goals for their learning. Additionally, the model at STEM lends itself to students taking responsibility for their own learning and making improvements on their work, as emphasized through the Engineering Design Process. The practice of thoughtfully critiquing work and making improvements is part of the culture at STEM and is evident throughout grade levels and subject areas. At STEM, students participate in discussions and debates in many of their classes. Many teachers provide their students with detailed academic feedback, in particular taking advantage of online platforms like Google Classroom to provide students with specific feedback for improvement. This evidenced in the data from the Five Essentials Survey, with a "Strong" rating in Ambitious Instruction (2018); "Very Strong" in Program Coherence (2019); and "Strong" in Collaborative Teachers (2019). This is also shown in the 2019-2020 SQRP data with STEM students in grades 3-8 scoring in the 93rd percentile in NWEA Attainment in reading and the 94th percentile in math. Second graders at STEM scored in the 94th percentile for NWEA Attainment in reading and the 97th percentile for math.
- 3 - 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
    - 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
    - 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
    - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
    - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- o 2 Utilize assessments that measure the development of academic language for English learners
- o 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
- o 2 Improve and promote assessment literacy
- o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: Teachers incorporate a variety of measures (NWEA data, running records, teacher created assessments, performance assessments, and informal formative assessments) to assess student learning. A variety of student data is frequently used during grade level meetings to explore student progress and plan future instruction and interventions as necessary. Assessments used reflect the key shifts in content areas. Teachers regularly update gradebooks to allow for consistent and accurate communication with students and families regarding learning progress, encouraging all parents to actively check the parent dashboard on Aspen. Balanced assessment and grading is reflected in the 2019-2020 SQRP data, with STEM students in grades 3-8 scoring in the 93rd percentile in NWEA Attainment in reading and the 94th percentile in math. Second graders at STEM scored in the 94th percentile for NWEA Attainment in reading and the 97th percentile for math. In addition, STEM has a "Strong" rating for Ambitious Instruction on the 2018 Five Essentials Survey. In terms of EL students, teachers are at the beginning stages of using ACCESS data to differentiate based on students' "Can Do" descriptors and a better understanding of how students develop academic language. MTSS and the use of the Problem Solving Process is not universal and streamlined and is an area of growth for STEM.

- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 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**: Teachers implement a variety of Tier 1 interventions and strategies evidenced through the use of the workshop model for reading and math instruction. The success of these is evidenced in the school's 96% attendance rate

and reflected in the 2019-2020 SQRP data, with STEM students in grades 3-8 scoring in the 93rd percentile in NWEA Attainment in reading and the 94th percentile in math. Second graders at STEM scored in the 94th percentile for NWEA Attainment in reading and the 97th percentile for math. Increasing the efficacy of Tier 2 and 3 supports is an area of growth for STEM, shown in the "Neutral" rating for Supportive Environment on the Five Essentials Survey (2018). While some teachers use Tier 2 and 3 supports for some students, there are limited protocols and supports provided for teachers. Thus, the school is in the process of focusing the MTSS team to address this area of need. Due to the onboarding of new teachers for the 2019-2020 school year, there is an increased need for staff support in the form of Tiering Criteria, a school-wide Menu of Interventions, and utilizing the Problem Solving Process to conduct Root Cause Analysis for students in Tiers 2 and 3. The goal for the 2020-2022 CIWP cycle is to develop universal MTSS procedures for all classrooms at STEM.

- 3 - Transitions, College & Career Access, & Persistence
    o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
    o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
    o 3 READINESS ? Ensure equitable access to college preparatory curriculum
    o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
    o **Evidence**: STEM implements some activities centered around college and career readiness like attendance at a high school fair, Middle School Career Day, college apparel day, and one high school visit for 8th graders. STEM also supports students applying to the high school through parent and student workshops on the GoCPS application process and by encouraging students to participate in shadow day opportunities at schools they have applied to. Middle school is further supported through their advisory periods withe the counselor where students participate in Naviance activities designed to help students identify their personal talents and skills and identify preliminary career and academic interests. In addition, STEM middle school students focus on skills that will be necessary for college and career readiness in the classroom. This is shown in 100% of teachers receiving a "Proficient" rating in Establishing a Culture for Learning in the CPS Framework for Teaching. However, this area is a growth opportunity for STEM as the school received a "Neutral" rating in the Supportive Environment category of the 2018 Five Essentials Survey. STEM has begun to work on grade-to-grade transitions and plans to continue to do so moving forward to create smooth transitions for students.

Quality and Character of School Life

- 3 - Relational Trust
    o 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)
    o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- o **Evidence**: All STEM staff seek to develop positive relationships with all students. Staff members model positive relationships through interactions with each other. Conversations and practices center on conflict resolution, peer mediation, and restorative justice, which are reinforced through SEL and Advisory periods with the counselor and social work services for students who nee additional support. The relational trust of the staff is evidenced by the "Strong" rating in Collaborative Teachers, "Strong" rating in Effective Leaders, and on the 2018 and 2019 Five Essentials Survey. Additionally, on the 2018 survey, 79% of students answered agree or strongly agree when responding to the question, "My teachers treat me with respect" and 80% of students answered agree or strongly agree when responding to the question "I feel safe and comfortable with my teachers at this school." A strong sense of shared leadership and parental involvement contribute to a "Strong" rating in Teacher-Principal Trust and a "Very Strong" rating in Teacher-Parent Trust on the 2019 Five Essentials Survey.
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: Students are proud to attend STEM Magnet Academy. They take pride in their academic achievements and enrichment activities. They understand the importance of receiving a quality education. Students are offered many extra-curricular activities including: basketball, cross country, track & field, soccer, floor hockey, volleyball, pom pons, Girls on the Run, Battle of the Books, service learning, and chess. On the 2018 Five Essentials Survey, 72% of STEM students report that teachers will always listen to students' ideas. STEM students have even participated in voter registration efforts during parent events. Student Voice is an element that is evident in some, but not all classrooms at STEM. We do not currently have a Student Voice Committee.
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: STEM provides a safe and orderly learning environment for all students and staff. Students are supported not only in academics, but in social and emotional growth as well. STEM has a fully functioning safety plan that is submitted yearly. Transitions at STEM are orderly and teachers support clear behavior expectations for all students, not just their own students. The majority of

students report feeling safe in the hallways, classrooms, and washrooms of the school on the Five Essentials Survey. Staff have recently conducted focus groups with students to get input on the school climate and student perceptions on safety within the school building. STEM does not have a formal school climate team.

- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: STEM has successfully implemented a school-wide positive behavior intervention plan. Students are provided with daily support and monthly incentives for demonstrating consistent positive behavior. When disciplinary issues occur staff seek to understand and support students and respond in ways that support student growth. For example, when students in grades 5-8 are assigned a detention, students are asked to think reflectively and restoratively regarding the choices that led to their detention. Students are asked to take responsibility for their behavior and to consider how their behavior impacted others. When students are identified as needing Tier 2 or Tier 3 supports in SEL, teachers implement a daily Check-In/Check-Out system and identify root causes for student behaviors by considering antecedents to student behaviors and the consequences students may be seeking through their behavior. STEM's approach to discipline allows for regular home/school communication to engage families in supporting positive behavior. Teachers have begun using the Illinois Social Emotional Learning Standards, but this is an area we could continue to strengthen at STEM.
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: STEM staff foster harmonious and mutually-supportive relationships with parents and community members. Staff regularly communicate with parents through classroom newsletters/homework cover sheets, emails, phone calls,

social media, and in-person conferences. Staff collaborate with Friends of STEM and our LSC to sponsor school-wide events like Harvest Fest (an annual family dinner and celebration of the many cultures represented at STEM) and Field Day. Staff also regularly work alongside these stakeholders to implement school-wide enrichment activities like STEM Night and Literacy Week. As needed, individual grade levels have created informational meetings for parents regarding curricula, NWEA, and giving parents suggestions for how they can support their students' learning. Stakeholders also consistently seek to support school needs by providing funds for necessary resources and improvements, like Smartboards, technology, and teacher professional development. In addition, parent partnership is demonstrated at parent teacher conferences, where STEM has a 99% parent participation rate. STEM's strength in Family and Community Engagement is evidenced through a "Very Strong" rating in Involved Families, a "Very Strong" rating in Teacher-Parent Trust, and a "Strong" rating in both Parent Involvement and Parent Influence on Decision Making in the Five Essentials Survey.

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Family & Community Engagement	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Universally Developed Multi-Tiered Systems of Support for Tiers 1-3
Root Cause 1	Lack of common time for professional learning/professional development has led to sporadic implementation of supports for students. There is a need to develop common language and expectations for MTSS across grade levels and subject areas.
Area of Critical Need 2	Consistent Improvement in NWEA Growth Data for African American and Latinx Students (Literacy and Math)
Root Cause 2	Lack of common time for professional learning/professional development has led to sporadic implementation of differentiated instruction and supports for students. There is a need to develop common language and expectations for differentiation and student supports across grade levels and subject areas.
Area of Critical Need 3	Literacy and Math Attainment on NWEA for African American and Latinx Students
Root Cause 3	Lack of common time for professional learning/professional development has led to sporadic implementation of differentiated instruction and supports for students. There is a need to develop common language and expectations for differentiation and student supports across grade levels and subject areas.

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) African American and Latino males have both historically shown inconsistent percentages of students meeting growth targets on NWEA Reading. Through professional learning on differentiating instruction and supports, we hope to see consistent progress in African American and Latino males meeting growth targets, helping to close opportunity gaps for students when compared to other demographic groups. These goals are consistent with students closing the opportunity gap in accordance with the Five Year Vision (62.1% "What's Possible" Goal).	African American Male		63.00	68.00
	Latino (Male)		55.00	60.00
Vision: NWEA Growth G3-8 (Math) African American and Latino students have both historically shown inconsistent percentages of students meeting growth targets on NWEA Math. Through professional learning on differentiating instruction and supports, we hope to see consistent progress in African American and Latino students meeting growth targets, helping to close opportunity gaps for students when compared to other demographic groups. These goals are consistent with students closing the opportunity gap in accordance with the Five Year Vision (68% "Whats Possible" Goal).	African American		68.00	73.00
	Latinx		55.00	62.00
Vision: NWEA Attainment G2-8 (Reading) African American males and Latina females have both historically lower percentages of NWEA Reading Attainment than students in other demographic groups. Through professional learning on differentiating instruction and supports, we hope to see consistent progress in the number of African American males and Latina females making significant growth, therefore helping more students attain grade level standards on NWEA Reading. These goals are consistent with students closing the	African American Male		70.00	76.00
	Latina (Female)		80.00	83.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
opportunity gap in accordance with the Five Year Vision (83% "Whats Possible" Goal).				
Vision: NWEA Attainment G2-8 (Math) African American males and Latina females have both historically lower percentages of NWEA Math Attainment than students in other demographic groups. Through professional learning on differentiating instruction and supports, we hope to see consistent progress in the number of African American males and Latina females making significant growth, therefore helping more students attain grade level standards on NWEA Math. These goals are consistent with students closing the opportunity gap in accordance with the Five Year Vision (88% "Whats Possible" Goal).	African American Male		67.00	73.00
	Latina (Female)		65.00	73.00
Vision: Attendance Rate The Five Year Vision goal for STEM is 97% attendance for all student demographic groups. African American students and students with IEPs fall significantly below this goal, so attention and supports for attendance for these two demographic groups is warranted.	African American		95.30	96.30
	Students with IEPs		94.60	95.60

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Determine focus areas for professional growth based on student data and priority groups; collaboratively develop school-wide tiering criteria and a menu of interventions; provide training for all staff members followed by review of teacher implementation of Tier 1, 2, and 3 interventions quarterly; and provide additional MTSS supports and progress monitoring as needed for students in tier 1, 2, and 3;
Then we see...	All staff across all grade levels and subject areas implementing strategies identified by the MTSS team and consistently monitoring student progress;
which leads to...	100% of staff implementing effective Tier 1 & 2 support, movement from "Weak" to "Neutral" in Academic Personalism on the Five Essentials Survey, and an increase in student attainment and growth on NWEA. (See Vision Metrics)
Budget Description	In order to more effectively implement MTSS supports, it is important that a representative team of teachers and staff be identified to support professional learning and implementation of Tier 2 and Tier 3 interventions. Initially, this will mean creating time for the MTSS team to collaborate on Tiering Criteria and a Menu of Interventions, which may require extended day bucket funds if meeting times cannot be established during the school day. When the professional learning cycle begins, the team will be able to use previously established Grade Level Meetings for MTSS professional learning. Literacy and Math Specialists will continue to provide support for small group instruction and interventions. Resources for professional learning may need to be identified and potentially purchased.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	(Not started) Administration will meet with the MTSS team that is comprised of teachers from each grade band, a special education teacher, the case manager, and a specialist, to analyze student data to determine focus areas for the upcoming school year. Tags:MTSS, MTSS: Problem Solving Process, MTSS: Shared Leadership (Not started) The MTSS team will develop universal tiering criteria based on student assessment data, grades, classroom performance, behavior, and attendance patterns for students. Tags:MTSS, Equity: Fair Policie sand Systems, MTSS: Problem Solving Process, MTSS: Shared Leadership (Not started) The MTSS team will develop a menu of interventions for all grade levels and subject areas. Interventions will include academics, behavior, and attendance. Tags:MTSS, Equity: Fair Policie sand Systems, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership

	• (Not started) The MTSS team will develop a professional development plan to present tiering criteria and the menu of interventions to teachers during professional development days at the beginning of the 2020-2021 school year. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership • (Not started) The MTSS team will develop and implement an ongoing development and support plan for teachers to be integrated into Grade Level Meetings for the 2020-2021 school year. Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership • (Not started) The MTSS team will monitor teacher implementation of MTSS monthly to ensure staff is effectively tiering students, implementing interventions, and monitoring and documenting student progress. A shared Google Doc will be used to monitor and track interventions for students in Tier 2 and Tier 3. Tags:MTSS, Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) The MTSS team will utilize data from shared Google Docs and grade level meetings to make adjustments to the professional development plan to provide additional support to teachers. Tags:MTSS, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) The MTSS team will evaluate school-wide implementation for the 2020-2021 school year to determine needs for the 2021-2022 school year. Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Shared Leadership

Strategy 2

If we do...	Utilize student data and teacher observation data to establish year-long professional learning goals and professional development plans around CIWP Areas of Focus (MTSS and Instruction) to be incorporated into Grade Level Meetings;
Then we see...	Increased teacher capacity for differentiating instruction and implementation of MTSS Supports;
which leads to...	Increased student growth on NWEA, leading to increased student attainment for priority groups. (See Vision Metrics)
Budget Description	In order to improve Structures for Continuous Improvement, the ILT will utilize previously established Grade Level Meeting times that allow for common planning, ensuring that all teachers have access to GLMs to be used for professional learning for CIWP goals. If time for ILT members to meet for planning purposes cannot occur during the school day,

	Extended Day bucket funds may be required. Where coverage is necessary for peer observations, the team will attempt to provide coverage by staff in the building. Where this is not possible, substitute teacher funds may be used.
Tags	Structure for Continuous Improvement, Instruction, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams
Action steps	• (Not started) The ILT will review Reflect and Learn data for REACH observations to find trends for areas of strength and areas for growth. Data will be used to support professional learning during Grade Level Meetings and to identify teacher leaders who can provide additional support for professional learning. Tags:Structure for Continuous Improvement, Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) The ILT will identify resources and professional learning materials to be used to support professional development during Grade Level Meetings. Tags:Instruction, MTSS, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) The ILT will establish a meeting protocol for professional learning for Grade Level Meetings. Tags:Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) The ILT will use student and REACH data to develop quarterly professional learning objectives for the 2020-2021 school year centered on differentiation and implementation of MTSS supports for students. Professional learning will be provided during Grade Level Meetings. Tags:Structure for Continuous Improvement, Instruction, Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) The ILT will develop procedures or protocols for monitoring progress for professional learning (e.g., peer observation rubric, self-assessment checklist, goal setting template for teachers). Tags:Structure for Continuous Improvement, Instruction, MTSS, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

| | • (Not started) The ILT and teacher leaders will provide professional learning opportunities using the identified meeting protocol during Grade Level Meetings. Learning will focus on differentiating instruction and MTSS implementation.

Tags:Structure for Continuous Improvement, Instruction, MTSS, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

• (Not started) The ILT will create a peer observation schedule for quarters 3 and 4 to support professional learning. Teachers will observe peers for evidence of differentiated instruction and MTSS implementation. Opportunities to debrief will be provided during Grade Level Meetings.

Tags:Structure for Continuous Improvement, Instruction, MTSS, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

• (Not started) The ILT and Teacher Leaders will evaluate the progress of professional learning for differentiation and MTSS. Data gathered will be used to plan for professional development for the 2021-2022 school year.

Tags:Structure for Continuous Improvement, Instruction, MTSS, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams |

Strategy 3

If we do...	Focus professional learning in Grade Level Meetings on strengthening Tier 1 instruction to ensure effective use of student data to differentiate instruction and personalize learning;
Then we see...	Flexible student grouping across the curriculum to personalize learning and differentiate instruction based on student data from a variety of sources and more effective supports for student groups that have traditionally achieved lower levels of growth and grade level attainment;
which leads to...	Gains in student growth metrics across attainment levels and increased attainment for priority groups of students. (See Vision Metrics)
Budget Description	In order to implement professional learning for instruction (and particularly differentiating instruction), the ILT will be presenting professional learning during previously established Grade Level Meetings. Planning for professional learning cycles may require extended day bucket funds if meeting times for the ILT cannot be established during the school day. Literacy and Math Specialists will continue to provide support for planning and implementing small group instruction. Resources for professional learning

	and diagnostic tools for establishing small group instruction may need to be identified and potentially purchased.
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning, Personalized Learning: Tailored Learning/Differentiation
Action steps	(Not started) The ILT will review Reflect and Learn data for REACH observations and conduct informal observations in classrooms to find trends for areas of strength and areas for growth for differentiating instruction. Data will be used to support professional learning during Grade Level Meetings and to identify teacher leaders who can provide additional support for professional learning. Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) The principal and ILT will survey staff regarding current differentiation practices and what teachers believe to be their strengths and areas for growth. Teacher survey results will be utilized to identify teacher leaders who will support professional learning and to plan for professional learning cycles. Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) The ILT will use student and REACH data to develop quarterly professional learning objectives for the 2020-2021 school year centered on differentiating instruction. Professional development will build assessment literacy for staff and center on utilizing multiple data sources (NWEA, running records, online diagnostics) to create and plan for flexible small group instruction. Professional learning will be provided during Grade Level Meetings. Tags:Instruction, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) The ILT and teacher leaders will identify online and print resources (other than NWEA) that teachers can use to informally assess students to determine strengths and areas of need in order to create flexible, need-based groups. Tags:Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism, Personalized Learning: Tailored Learning/Differentiation

- (Not started) The ILT will identify resources and professional learning materials to be used to support professional development around differentiating instruction and effective Tier 1 instruction during Grade Level Meetings.

  Tags:Instruction, MTSS, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Fair Policie sand Systems, Equity: Resource Equity, Equity: Targeted Universalism, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) ILT will lead teachers in a data dive using the CPS Vision Portal and student data to identify trends for specific students in priority groups. Teachers will identify students in their classrooms who have consistently not met growth targets in order to monitor theses students' progress over the course of the year.

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Resource Equity, Equity: Targeted Universalism

- (Not started) The ILT and teacher leaders will provide professional learning opportunities and support during Grade Level Meetings for utilizing student data to plan for small group activities and instruction tailored to meet identified needs of students. Grade Level Meetings will also provide an opportunity for teachers to reflect on current practices.

  Tags:Structure for Continuous Improvement, Instruction, MTSS, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Resource Equity, Equity: Targeted Universalism, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) The ILT will create a peer observation schedule for quarters 3 and 4 to support professional learning. Teachers will observe peers for evidence of differentiated instruction and MTSS implementation. Opportunities to debrief will be provided during Grade Level Meetings.

  Tags:Structure for Continuous Improvement, Instruction, MTSS, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) The ILT and Teacher Leaders will evaluate the progress of professional learning for differentiation and MTSS. Data gathered will be used to plan for professional development for the 2021-2022 school year.

  Tags:Structure for Continuous Improvement, Instruction, MTSS, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development &

	Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

Action Plan

Strategy 1

Administration will meet with the MTSS team that is comprised of teachers from each grade band, a special education teacher, the case manager, and a specialist, to analyze student data to determine focus areas for the upcoming school year.

Apr 27, 2020 to Jun 19, 2020 - Principal, MTSS Team

The MTSS team will develop universal tiering criteria based on student assessment data, grades, classroom performance, behavior, and attendance patterns for students.

May 25, 2020 to Jun 19, 2020 - Principal, MTSS Team

The MTSS team will develop a menu of interventions for all grade levels and subject areas. Interventions will include academics, behavior, and attendance.

May 25, 2020 to Jun 19, 2020 - Principal, MTSS Team

The MTSS team will develop a professional development plan to present tiering criteria and the menu of interventions to teachers during professional development days at the beginning of the 2020-2021 school year.

Aug 03, 2020 to Sep 04, 2020 - Principal, MTSS Team, Teachers

The MTSS team will develop and implement an ongoing development and support plan for teachers to be integrated into Grade Level Meetings for the 2020-2021 school year.

Aug 03, 2020 to Sep 04, 2020 - Principal, MTSS Team, Teachers

The MTSS team will monitor teacher implementation of MTSS monthly to ensure staff is effectively tiering students, implementing interventions, and monitoring and documenting student progress. A shared Google Doc will be used to monitor and track interventions for students in Tier 2 and Tier 3.

Sep 08, 2020 to Jun 18, 2021 - Principal, MTSS Team, Teachers

The MTSS team will utilize data from shared Google Docs and grade level meetings to make adjustments to the professional development plan to provide additional support to teachers.

Sep 08, 2020 to Jun 18, 2021 - Principal, MTSS Team

The MTSS team will evaluate school-wide implementation for the 2020-2021 school year to determine needs for the 2021-2022 school year.

Jun 01, 2021 to Jun 18, 2021 - Principal, MTSS Team

Strategy 2

The ILT will review Reflect and Learn data for REACH observations to find trends for areas of strength and areas for growth. Data will be used to support professional learning during Grade Level Meetings and to identify teacher leaders who can provide additional support for professional learning.

May 25, 2020 to Jun 19, 2020 - Principal, ILT

The ILT will use student and REACH data to develop quarterly professional learning objectives for the 2020-2021 school year centered on differentiation and implementation of MTSS supports for students. Professional learning will be provided during Grade Level Meetings.

Aug 03, 2020 to Aug 28, 2020 - Principal, ILT, Teacher Leaders

The ILT will identify resources and professional learning materials to be used to support professional development during Grade Level Meetings.

Jun 15, 2020 to Sep 04, 2020 - Principal, ILT

The ILT will establish a meeting protocol for professional learning for Grade Level Meetings.

Jun 15, 2020 to Sep 04, 2020 - Principal, ILT, Teacher Leaders

The ILT will develop procedures or protocols for monitoring progress for professional learning (e.g., peer observation rubric, self-assessment checklist, goal setting template for teachers).

Aug 03, 2020 to Aug 28, 2020 - Principal, ILT, Teacher Leaders

The ILT and teacher leaders will provide professional learning opportunities using the identified meeting protocol during Grade Level Meetings. Learning will focus on differentiating instruction and MTSS implementation.

Aug 31, 2020 to Jun 18, 2021 - Principal, ILT, Teacher Leaders, Teachers, Support Staff

The ILT will create a peer observation schedule for quarters 3 and 4 to support professional learning. Teachers will observe peers for evidence of differentiated instruction and MTSS implementation. Opportunities to debrief will be provided during Grade Level Meetings.

Jan 04, 2021 to Jun 18, 2021 - Principal, ILT, Teachers

The ILT and Teacher Leaders will evaluate the progress of professional learning for differentiation and MTSS. Data gathered will be used to plan for professional development for the 2021-2022 school year.

May 31, 2021 to Jun 18, 2021 - Principal, ILT, Teacher Leaders

Strategy 3

The ILT will review Reflect and Learn data for REACH observations and conduct informal observations in classrooms to find trends for areas of strength and areas for growth for differentiating instruction. Data will be used to support professional learning during Grade Level Meetings and to identify teacher leaders who can provide additional support for professional learning.

May 25, 2020 to Jun 19, 2020 - Principal, ILT

The ILT will identify resources and professional learning materials to be used to support professional development around differentiating instruction and effective Tier 1 instruction during Grade Level Meetings.

Jun 15, 2020 to Sep 04, 2020 - Principal, ILT

The ILT will use student and REACH data to develop quarterly professional learning objectives for the 2020-2021 school year centered on differentiating instruction. Professional development will build assessment literacy for staff and center on utilizing multiple data sources (NWEA, running records, online diagnostics) to create and plan for flexible small group instruction. Professional learning will be provided during Grade Level Meetings.

Jun 15, 2020 to Aug 28, 2020 - Principal, ILT, Teacher Leaders

The ILT and teacher leaders will provide professional learning opportunities and support during Grade Level Meetings for utilizing student data to plan for small group activities and instruction tailored to meet identified needs of students. Grade Level Meetings will also provide an opportunity for teachers to reflect on current practices.

Aug 31, 2020 to Jun 18, 2021 - Principal, ILT, Teacher Leaders, Teachers, Support Staff

The ILT will create a peer observation schedule for quarters 3 and 4 to support professional learning. Teachers will observe peers for evidence of differentiated instruction and MTSS implementation. Opportunities to debrief will be provided during Grade Level Meetings.

Jan 04, 2021 to Jun 18, 2021 - Principal, ILT, Teachers

The ILT and Teacher Leaders will evaluate the progress of professional learning for differentiation and MTSS. Data gathered will be used to plan for professional development for the 2021-2022 school year.

May 31, 2021 to Jun 18, 2021 - Principal, ILT, Teacher Leaders

ILT will lead teachers in a data dive using the CPS Vision Portal and student data to identify trends for specific students in priority groups. Teachers will identify students in their classrooms who have consistently not met growth targets in order to monitor theses students' progress over the course of the year.

Aug 31, 2020 to Oct 02, 2020 - Principal, ILT

The principal and ILT will survey staff regarding current differentiation practices and what teachers believe to be their strengths and areas for growth. Teacher survey results will be utilized to identify teacher leaders who will support professional learning and to plan for professional learning cycles.

May 25, 2020 to Jun 19, 2020 - Principal, ILT

The ILT and teacher leaders will identify online and print resources (other than NWEA) that teachers can use to informally assess students to determine strengths and areas of need in order to create flexible, need-based groups.

Jun 15, 2020 to Aug 28, 2020 - Principal, ILT, Teacher Leaders

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.

[X]

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

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

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.**
[ ] ** 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.)

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

Account	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 by used only by parents.	$0.00