# Ole A Thorp Elementary Scholastic Academy 2020-2022 plan summary

## Team

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| Amy Ellison | Parent (LSC President) | stillellison@mac.com | No Access |

## Team Meetings

| Date | Participants | Topic |
|------|--------------|-------|
| 11/06/2019 | Leah Carter, Vince Coughlin, Ami Thaker, Brynn Dumalski, Amy Ellison, Jason Roberts, Madonna Arredondo | 2018-2020 CIWP and Cycles of Inquiry |
| 11/25/2019 | Leah Carter, Ami Thaker, Brynn Dumalski, Jason Roberts, Madonna Arredondo, Jen Alper, Latoshia Colvin-Maddox, Efren Toledo | Student Learning and Outcomes |
| 12/02/2019 | Leah Carter, Vince Coughlin, Brynn Dumalski, Amy Ellison, Jason Roberts, Madonna Arredondo, Jen Alper, Latoshia Colvin-Maddox, Efren Toledo, Natalie Schoonewolff | Student Learning and Outcomes |

| Date | Participants | Topic |
|------|--------------|-------|
| 12/16/2019 | Leah Carter, Vince Coughlin, Brynn Dumalski, Natalie Schoonewolff, Jason Roberts | A Common Language |
| 01/13/2020 | Leah Carter, Vince Coughlin, Ami Thaker, Brynn Dumalski, Madonna Arredondo, Efren Toledo, Jason Roberts, Amy Ellison | Feedback and the SEF |
| 01/21/2020 | Leah Carter, Brynn Dumalski, Ami Thaker, Amy Ellison, Jason Roberts, Efren Toledo | SEF Dimensions Ratings |
| 01/27/2020 | Leah Carter, Brynn Dumalski, Ami Thaker, Latoshia Maddox-Colvin, Vince Coughlin, Jason Roberts, Madonna Arredondo, Efren Toledo | SEF Dimensions Ratings |
| 01/28/2020 | Brynn Dumalski, Vince Coughlin, Natalie Schoonewolff, Latoshia Colvin-Maddox, Madonna Arredondo, Jason Roberts, Efren Toledo | SEF Dimensions Ratings |
| 02/03/2020 | Leah Carter, Brynn Dumalski, Vince Coughlin, Ami Thaker, Jason Roberts | Priorities |
| 02/10/2020 | Leah Carter, Brynn Dumalski, Vince Coughlin, Ami Thaker, Natalie Schoonewolff, Latoshia Colvin-Maddox, Amy Ellison, Madonna Arredondo, Jason Roberts, Efren Toledo | Root Cause Analysis and Goal Setting |
| 02/18/2020 | Brynn Dumalski, Vince Coughlin, Ami Thaker, Latoshia Maddox-Colvin, Madonna Arredondo, Amy Ellison, Efren Toledo, Jason Roberts | Goal Setting |
| 02/24/2020 | Leah Carter, Brynn Dumalski, Vince Coughlin, Ami Thaker, Latoshia Colvin-Maddox, Amy Ellison, Jen Alper, Jason Roberts, Efren Toledo | Strategy Building |
| 03/23/2020 | Leah Carter, Brynn Dumalski, Vince Coughlin, Ami Thaker, Natalie Schoonewolff, Madonna Arredondo, Jason Roberts, Efren Toleod | Strategy Building |
| 03/30/2020 | Leah Carter, Brynn Dumalski, Vince Coughlin, Amit Thaker, Latoshia Colvin, Jason Roberts, Efren Toleodo | Strategy Building |
| 04/20/2020 | Leah Carter, Brynn Dumalski, Vince Coughlin, Ami Thaker, Latoshia Maddox-Colvin, Jen Alper, Jason Roberts, and Jason Roberts | Strategy Building |
| 04/28/2020 | Leah Carter, Brynn Dumalski, Vince Coughlin, Latoshia Maddox-Colvin, Jen Alper, Jason Roberts | Action Steps |
| 05/06/2020 | Leah Carter, Jen Alper, Amy Ellison, Jason Roberts, and Efren Toledo | CIWP Town Hall Presentation |

# Framework

**Category scoring**

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

**Subcategory scoring**

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

# Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 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 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: We believe the following provide evidence of the current work within the above subcategories; School wide assemblies, School mission and vision statement-visibility and stakeholder familiarity, Grade level meeting notes, Team lead meeting notes and communication, Friday letters to families and teachers/staff, The work in coming to a common definition of professional terms, The new meeting agendas, The new meeting norms, The new meeting roles, 5Essential Survey trends, Family Data meeting, LSC Meetings, BAC/Diverse Learners Parents Group, Open House/PBL Nights, Curriculum Overview, Administrative classroom visits for support, Teacher leadership opportunities, National Board/MSI/ESL/LBS1/Principal Endorsement support.
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 3 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 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: We believe the following provide evidence of the current work within the above subcategories; The new meeting agendas, The new meeting norms, The new meeting roles, 5Essential Survey trends, Family Data meeting, LSC Meetings, BAC/Diverse Learners Parents Group, Open House/PBL Nights, Curriculum Overview, Administrative classroom visits for support, Teacher leadership opportunities, National Board/MSI/ESL/LBS1/Principal Endorsement support, Financial spending (Budget where appropriate), School Hiring Process, LSC meeting notes, and a building/campus walkthrough.

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 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**: We believe the following provide evidence of the current work within the above subcategories; Curriculum Overview, Teacher Lesson Plans, Curriculum night, Problem Based Learning (nights and activities), Peer observations, WIN Menus (Grade Specific), Google classroom, Schoology, Class tag, Class dojo, class/grade level news letters, Back to School Night, Textbooks/Novels, Second Step, Classroom Visual Aid, Anchor Charts
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: We believe the following provide evidence of the current work within the above subcategories; Classroom peer observations, Student Performance

Data, Student Survey, 5Essential Student Survey, Student Scheduling, Problem Based Learning, Differentiated Learning Groups

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: We believe the following provide evidence of the current work within the above subcategories; ACCESS Testing, NWEA, MClass, AimsWeb, Word Walls/Anchor Charts, Formative Assessments, Summative Assessments, Common Assessments, Grade Reports, Grade Distribution, Rubrics (Set-up/Format/ etc.)
- 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 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)
  - 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 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)
  - o 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)

- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)

- o **Evidence**: We believe the following provide evidence of the current work within the above subcategories; Student Folders, School Master List, Interventions, MTSS Meeting Notes, MTSS Team Process for Referring, Lesson Plans, Team meetings (Analyzing Data), Communication Logs, MTSS Parent Notification Letters, Progress Monitoring Updates
- 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**: We believe the following provide evidence of the current work within the above subcategories; Naviance, High School fair, Goal Setting, Career Fair, Alumni Revisit, Junior Achievement, Authentic transfer of Knowledge, Problem Based Learning, Recommendation Letters, Extra Curricular Activities, Parent Night, Preview Night, LSC Meeting Notes, Open House

## 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 4 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**: We believe the following provide evidence of the current work within the above subcategories; Team meet agendas and notes, Classroom norms, Student of the Month Assembly, Student Survey, Student Communication, Student Council, Field Trips, Electives/Interest Groups, Team Building Activities (Teachers and Students), Professional Development
- 3 - Student Voice, Engagement, and Civic Life
  - o 2 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 3 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**: We believe the following provide evidence of the current work within the above subcategories; Student Council, Interest Groups/Electives, Problem Based Learning Activities, Announcements, Student assembly management,

Classroom jobs, Thorp TV, Social Studies Curriculum, Curriculum, Student work, Extra-curricular Activities, School-wide student functions. Fundraising/Charity Work

- 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**: We believe the following provide evidence of the current work within the above subcategories; Student Survey's, Safety Drills, Attendance, Hallway Transitions, Social Emotional Learning Committee, Culture and Climate Committee Notes, Student Anecdotal, 5Essentials, Morning Drop-off procedure, security, arrival and dismissal procedures, Availability of Counselor/Social Worker/Nurse, PERA Supports, After care, Emergency Binders, Rainbows
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: We believe the following provide evidence of the current work within the above subcategories; Student Anecdotal, Student Councils contribution to anecdotal form, Think sheets, peace place, Check-in/Check-out, Curriculum Plans-for SEL, Sexual Health Curriculum and Instruction, Classroom Observations, Contact Logs, Classroom supports, Behavior Charts, Disciplinary Results, IEP/504/ELL supports, MTSS team Meeting Notes.
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 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**: We believe the following provide evidence of the current work within the above subcategories; PTA, Friends of Thorp, Room Parents, Informational Evening meeting (high School, PBL), Digital classrooms, Parent Project Day, PBL night, Campus Plan, Diverse Learner Parent Committee, Principal at the Perk, All of the Festivals, Parent-Teacher Conferences, Business Partnerships, News Letters, Friday Letter, Sexual Health Opt out Letter, School Website, Donors Choose, The Outdoor Sign, Curriculum Overview, LSC Meetings and Notes

# School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | **5** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | **0** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | **4** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | **1** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | **0** |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | **0** |
| 3 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | **2** |
| 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 | **0** |
| 3 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | **3** |
| 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 | Reading and Math Growth for ELL's |
|---|---|
| Root Cause 1 | Lack of Professional Development on WIDA standards as well as program year and levels (1-6) of ELLs. |
| Area of Critical Need 2 | Quality of Professional Development |
| Root Cause 2 | Lack of consistent, differentiated professional development opportunities (time), leads to decreased teacher engagement, follow-through, and implementation. |
| Area of Critical Need 3 | Civic Engagement: Fostering a Supportive Environment for Students |
| Root Cause 3 | Lack of common aligned language around social-emotional standards across grade levels has lead to our students feeling emotionally unsupported and un-safe. |
| Area of Critical Need 4 | Common Grading Practices |
| Root Cause 4 | The lack of coherent practices has lead to inconsistency in determining the importance of student assessments. |
| Area of Critical Need 5 | Curriculum Alignment |
| Root Cause 5 | Lack of fidelity to vertically aligned standards and performance tasks anchored in the 5C's and Problem Based Learning. |

# 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 |
|---|---|---|---|---|
| SQRP: % of Students Making Sufficient Annual Progress on ACCESS  Our EL students have been making less than adequate growth on ACCESS not giving a positive portrayal of our efforts in instruction. | EL | | 25.00 | 28.00 |
| | | | | |

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| SQRP: National School Attainment Percentile - Reading (Grades 3-8)<br><br>Our overall Attainment in reading is significantly higher than these two subcategories. Serving these students will support our work to serve the least reached students at our school. | EL | | 20.00 | 24.00 |
| | Students with IEPs | | 12.00 | 15.00 |
| SQRP: National School Attainment Percentile - Math (Grades 3-8)<br><br>Our overall Attainment in math is significantly higher than these two subcategories. Serving these students will support our work to serve the least reached students at our school. | EL | | 47.00 | 51.00 |
| | Students with IEPs | | 23.00 | 24.00 |
| (Blank) | | | | |
| (Blank) | | | | |

## Required metrics (Elementary) (100% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| | | | | | |
| **My Voice, My School 5 Essentials Survey** Supportive Environment | | | | 42.00 | 45.00 |

## Custom metrics (100% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| Supporting Parents in need<br>We are looking for a way to diagnose and measure the way we are supporting parents. | 1.00 | 2.00 | | 3.00 | 4.00 |

# Strategies

## Strategy 1

| | |
|---|---|
| If we do... | implement the teaching of academic language through culturally relevant representations while providing accommodations and modifications as needed |
| Then we see... | an improvement in literacy and math skills |
| which leads to... | an increase in English Learners performance on the ACCESS test. |
| Budget Description | |
| Tags | Instruction |
| Action steps | <ul><li>(Not started) Implement PD recommended by OLCE to staff<br><br>Tags:OLCE</li><li>(Not started) Define and align academic language<br><br>Tags:</li><li>(Not started) Examine content based culturally relevant representations<br><br>Tags:</li><li>(Not started) Design adult learning cycles on culturally relevant instructional practices<br><br>Tags:</li><li>(Not started) Re-examine content based culturally relevant representations<br><br>Tags:</li><li>(Not started) Update teacher check-list for planning documents<br><br>Tags:</li></ul> |

## Strategy 2

| | |
|---|---|
| If we do... | If we create and plan for a unit of study for adult learning, driven by and aligned to our CIWP priorities |

| | |
|---|---|
| Then we see... | then we will see staff more equipped to implement research based strategies specifically to their instructional needs |
| which leads to... | which will lead to an increase in our priority groups of English and Diverse Learners annual growth and attainment. |
| Budget Description | |
| Tags | Leadership for Continuous Improvement, Structure for Continuous Improvement |
| Action steps | • (Not started) Recruit and organize a team of teachers into an Instructional Leadership Team<br><br>Tags:<br><br>• (Not started) Engage ILT in determining and designing professional development aligned to CIWP work<br><br>Tags:<br><br>• (Not started) Engage staff in active learning processes (cycles of learning)<br><br>Tags:<br><br>• (Not started) Review teacher learning for adjustments and new professional development designs<br><br>Tags: |

## Strategy 3

| | |
|---|---|
| If we do... | increase understanding of self and community identity through the giving and receiving of feedback between all stakeholders |
| Then we see... | students build a shared sense of community and safety |
| which leads to... | an improvement in student reflection through the My School, My Voice survey. |
| Budget Description | |
| Tags | Student Voice, Engagement, and Civic Life |
| Action steps | • (Not started) professional learning on feedback<br><br>Tags: |

| | |
|---|---|
| | • (Not started) Student learning on feedback<br><br>Tags:<br><br>• (Not started) Engage in cycles of learning<br><br>Tags:<br><br>• (Not started) Professional learning on identity<br><br>Tags:<br><br>• (Not started) Student learning on identity<br><br>Tags:<br><br>• (Not started) Engage in cycles of learning on identity<br><br>Tags: |

## Strategy 4

| | |
|---|---|
| If we do… | work to develop consistent grading practices across and throughout the school |
| Then we see… | students receiving more consistent feedback |
| which leads to… | improved learning and student outcomes for all students especially our priority English and Diverse Learner students annual attainment. |
| Budget Description | |
| Tags | Balanced Assessment and Grading |
| Action steps | • (Not started) Determine and define grading and assessment language<br><br>Tags:<br><br>• (Not started) Determine and define grading categories<br><br>Tags:<br><br>• (Not started) Organize assignments and assessments into categories<br><br>Tags:<br><br>• (Not started) Evaluates current grading and assessment practices |

| | |
|---|---|
| | Tags: |

## Strategy 5

| | |
|---|---|
| If we do... | vertically align our curriculum and assessments by subject area, WIDA, and professional standards, |
| Then we see... | an improvement in instructional practices and students learning |
| which leads to... | an improvement in student attainment outcomes for our English and Diverse learners. |
| Budget Description | |
| Tags | Curriculum |
| Action steps | <ul><li>(Not started) Audit reading and writing curriculum and assessments<br><br>Tags:</li><li>(Not started) Align reading and writing curriculum and assessments<br><br>Tags:</li><li>(Not started) Audit math, science, and social studies curriculum and assessments<br><br>Tags:</li><li>(Not started) Align math, science, and social studies curriculum and assessments<br><br>Tags:</li></ul> |

# Action Plan

## Strategy 1

Implement PD recommended by OLCE to staff

Apr 06, 2020 to Jun 30, 2020 - ELPT

Define and align academic language

May 01, 2020 to Aug 14, 2020 - Content Teams by primary, intermediate, and middle

Examine content based culturally relevant representations

May 01, 2020 to Aug 14, 2020 - Content Teams by primary, intermediate, and middle

Design adult learning cycles on culturally relevant instructional practices

Aug 17, 2020 to Dec 18, 2020 - ILT

Re-examine content based culturally relevant representations

Jan 04, 2021 to Jun 18, 2021 - Content Teams by primary, intermediate, and middle

Update teacher check-list for planning documents

Jan 04, 2021 to Jun 18, 2021 - PPLC

## Strategy 2

Recruit and organize a team of teachers into an Instructional Leadership Team

Apr 28, 2020 to Jun 30, 2020 - Administration

Engage ILT in determining and designing professional development aligned to CIWP work

Jul 01, 2020 to Aug 21, 2020 - Administration

Engage staff in active learning processes (cycles of learning)

Aug 24, 2020 to Dec 18, 2020 - ILT

Review teacher learning for adjustments and new professional development designs

Jan 04, 2021 to Jun 30, 2021 - ILT

## Strategy 3

professional learning on feedback

Aug 24, 2020 to Dec 18, 2020 - ILT

Student learning on feedback

Aug 24, 2020 to Dec 18, 2020 - Grade level teams

Engage in cycles of learning

Aug 24, 2020 to Jun 18, 2021 - ILT/Grade level teams

Professional learning on identity

Aug 23, 2021 to Oct 29, 2021 - ILT

Student learning on identity

Aug 23, 2021 to Oct 29, 2021 - Grade level teams

Engage in cycles of learning on identity

Aug 24, 2020 to Jun 18, 2021 - ILT/Grade level teams

## Strategy 4

Determine and define grading and assessment language

Jun 15, 2020 to Aug 14, 2020 - ILT/PPLC

Determine and define grading categories

May 15, 2020 to Aug 14, 2020 - ILT/PPLC

Organize assignments and assessments into categories

Sep 07, 2020 to Feb 19, 2021 - Classroom Teachers

Evaluates current grading and assessment practices

Feb 22, 2021 to Jun 18, 2021 - Content Teams

## Strategy 5

Audit reading and writing curriculum and assessments

Apr 17, 2020 to Aug 07, 2020 - Reading Teachers

Align reading and writing curriculum and assessments

Sep 07, 2020 to Dec 17, 2021 - Reading Teachers

Audit math, science, and social studies curriculum and assessments

Sep 07, 2020 to Dec 18, 2020 - Math, science, social studies teachers

Align math, science, and social studies curriculum and assessments

Jan 04, 2021 to Apr 28, 2023 - Math, science and social studies teachers

# 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.**<br><br>(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.**<br><br>(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.**<br><br>(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.**<br><br>(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.**<br><br>(Blank) |

## ESSA Targeted Assistance Program

## Parent Involvement and Schoolwide Programs

| |
|---|
| [X] I verify that the statement below is correct<br><br>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.**

All committee meetings were open to the public and involved public participation in every step. In the weekly correspondence with the school community, a link was provided detailing the work of the committee as well as a link to provide feedback for anyone who could not attend.

**The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting**

The school notified the school community at the beginning of the year during the Open House event as well as at the first Local School Council Meeting

**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.**

The school used any and all feedback from school stakeholders during each phase of the process.

**Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.**

Parents are provided their students' national and state assessment results each year when they are released to the school.

**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.**

The school communicates any changes in teacher assigned instruction through direct communication as well as the weekly school community communications.

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

Parents are encouraged to set up their parent-portal on Aspen to monitor their students' work. Parents needing support are provided that support by school personal.

**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.**

Parents are involved in their child's learning through weekly communication and access to instructional resources, when appropriate, from the school.

**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.**

Grade level teams spend time discussing ways parents can be brought into the child's education experience.

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.**

Parents, when possible, are informed of school partnerships to encourage greater participation in their child's education.

**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 sends out a weekly communication to all school stakeholders.

## Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

n/a

# School-Parent Compact (Complete)

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

The school utilizes the 21st century 5 C's in the classroom instruction to create the leaders of tomorrow.

**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.**

The school holds two annual parent-teacher conference dates. In addition to the two formal dates, parents are encouraged to reach out and schedule additional conferences with their student's teachers.

**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 have access to Aspen and teachers update Aspen on a weekly basis.

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

Each staff member has a preparatory period each day making them available to schedule parent conferences throughout the week.

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

Parents are always welcomed to join the school community and are the first to be asked to volunteer on field trips and extra curricular experiences.

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

Parents have been invited to monitor their child's work through at home monitoring and reviewing the Parent-portal on Aspen.

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

All school stakeholders, including parents, are invited to be active participants with the LSC and the CIWP.

**The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).**

Students were engaged to better understand the improvement needs fo the school.

## 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.**

We aim to hold a variety of evening/weekend events bring parents into a greater partnership with the school. One example if a parent "what's coming next" event where parents learn and collaborate with their students' upcoming teachers in the spring term.

**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**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $0.00 |
|---|---|---|
| 53405 | **Supplies**<br>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**<br>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**<br>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**<br>For Parents use only. | $0.00 |
| 54205 | **Travel**<br>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**<br>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**<br>Must be used for parent and family engagement programs only. | $0.00 |

| | | |
|---|---|---|
| **53306** | **Software**<br>Must be educational and for parent use only. | $0.00 |
| **55005** | **Furniture and Equipment**<br>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 |