Enrico Tonti Elementary School 2020-2022 plan summary

Team

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Cesar Delgado	LSC President		No Access
Sandra Alarcon	PAC Chair		No Access

Team Meetings

Date	Participants	Topic
11/19/2019	ILT members	Selected CIWP Team, Selected CIWP Team, Reviewed Mission and Vision, and began Root Cause Analysis
12/10/2019	ILT members	Continued Rood Cause Analysis on Bilingual, Off Track, Reading and Math
01/06/2020	Administrative Team	Discussed areas of maintenance/improvement
01/07/2020	CIWP Team	Worked on CIWP component for ILT
01/08/2020	Grade Level Teams	Shared CIWP Timeline and Chapter 1 of Strategy in Action
01/14/2020	Senior Admin Team	Planning ILT Meeting
01/14/2020	ILT/CIWP team	SEF
01/24/2020	Math CIWP Task team	Math instruction and curriculum
01/24/2020	CIWP Task Team leads	Plan for ILT
01/27/2020	Bilingual CIWP Task team	ELL data analysis
01/21/2020	Reading Task team	Reading data analysis
01/27/2020	Off-track task team	Off-Track attendance data analysis
01/24/2020	Task Teams	Task Teams met to work on their area of concern.
01/27/2020	Admin meeting	Review ILT CIWP agenda
02/07/2020	LSC Meeting	Collected parents input for CIWP
02/10/2020	Admin meeting	Selected priorities and planned ILT/CIWP meeting
02/11/2020	ILT/CIWP Meeting	Engaged the team in Root Cause process around priorities
02/24/2020	Task Teams	Select goal metric; plan for ILT/CIWP
02/25/2020	ILT/CIWP Meeting	Finalize goal metric; complete root cause; begin theory of action
03/26/2020	Admin team members	Finalize Theories of Action - part 1
03/30/2020	Admin team members	Finalize Theories of Action - part 2

Date	Participants	Topic
04/06/2020	Sr admin team	Add action steps to ToAs
04/08/2020	Sr admin team	Continue to add action steps to ToAs
04/13/2020	Administrative Team	Worked on Strategies aligned to our priorites
04/28/2020	Sr Admin Team	Received budget from Central Office
05/01/2020	LSC Meeting	Collected input from parents on strategies to meet priorities, parent compact, and Parental Involvement 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 4 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 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Evidence can be found on school-wide communication, ILT agendas, GL agendas, non-negotiables for teachers set by administration, and systems (such as CIWP task team leads) to promote distributed leadership and provide staff with opportunities for leadership roles.
- 3 - Structure for Continuous Improvement

- o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- o 4 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 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 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 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Inquiry cycles and continuous learning are present in ILT and GL agendas. Budget is aligned with school priorities.

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 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 3 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**: "-Senderos/Journeys and Go Math translations are not accurate - Names are varied culturally in different texts -Supplements needed -Spanish to English is challenging as Spanish translations aren't the same alignment to standards as the English ones" "-Essential questions are non-negotiables -But are the essential questions really deep -Not necessarily is Journeys treated the same throughout the grades?" Teachers are resourceful in finding and utilizing materials and information not found in texts; example is collaborative effort on the part of teachers to celebrate the Chinese New Year Strength area already on the part of the 3rd grade "-BOY units based on community building -PRIDE addressing implicit integration Morning meetings help address this need; some times run overtime to accommodate the topics students feel compelled to discuss. " -newsela, variety of units, standard based, novels, lexia support, Reading a to Z
- 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 2 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**: grade level unit plans based on common core standards that shows the continuum of learning. NWEA progress to track In language arts, at the end of each unit students have a project where they are able to choose how they want to do their research and present to their classmates. In math, real world connections are constantly being made. Past lessons are reviewed to be sure students are connecting the skills. open ended questions that require reasoning, evidence, background knowledge, open and frequent discussions. -It's happening from teachers, but are students engaging in it?' -End of unit assessments (fractured fairy tale, explorers project) "-Uses existing resources to differentiated (Lexia, NewsEla, Khan) -A lot of options for the kids -Is there evidence of this in pre-plan for instruction (units or lessons) -Exit slips used to determine instruction for next day -Teachers are planning ahead, but is there clear documentation or tracking vs informal observations and adjustments?" Through out the school the students are exposed to several disciplines
- 3 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - 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 4 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 4 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**: "-Weekly Assessments -Summative Unit Assessment -MTSS Cycle Meetings -MTSS team meetings" "-NWEA Screener -MOY NWEA -Lexia/Khan Academy -Journey Level Readers" -Don't see it across all three "-Translating Assessments in students native language -Accomodation and modifications are based on IEP -Modified grades and rubrics " "-Reteach/small group work -Spiral concepts with small groups -Project-based Assessments" "-Journeys Weekly Vocab

Assessment -Math Vocab references " "-Student data cards (end of year transition) -ILT/GLT meetings review and analyze data -NWEA -Weekly/Summative Assessments" Tonti is taking measures to make up for communication gaps left if we were solely to depend on the CPS-provided system through Open Houses, constant iinformal conferences with parents and students.

- 2 - MTSS
  - o 2 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 3 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 1 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 1 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 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 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 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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 2 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 3 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**: "2, attendance and failing students are not evident. No focus on growth. " N/A, useless data points "3, Area of Concern, etc 0 students in MTSS in Aspen" 2, lack of personnel 2, need names of tier 2 or 3 problem 2, few MTSS core team members, need more members 2, most data sources are teacher based. Growth and attainment scores on NWEA are not looked at 1, some SEL, no menu of interventions 1, little to no communication, only communicated with the person requesting intervention 2, PSP is sporadic 1, most data is from teacher "-Teacher created assignments incorporating student experiences -Projects embedded in Units across grade levels that pertain to social science topics -still trying to embed SEL into instruction" "-Small group instruction/work -Lexia/Khan Academy/Raz-Kids/IXL/XtraMath -Guided Reading/Math -MTSS -Running Records" "-NWEA used for grouping/interventions -Lexia individual lessons -Reading A-Z -Journeys/leveled readers" "-GLM/ILT meetings -MTSS Cycles -Bilingual meetings -Biweekly diverse learners meetings" -Revamped student referral list including SEL and academic needs. -MTSS 6 week cycles -MTSS 6 week cycles "-Letter to parents -Sign updated student MTSS profile -Communication Log" "-Letter to parents -Sign updated student MTSS profile -Communication Log" "-Metropolitan Family Services -Parent Mentors -CSI after school activities" "-Communication Log -MTSS initial letter to parents -MTSS student profile"
- 3 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 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**: CSI After School programming promotes many of these skills. School counselor promote others, as evident by their meetings and professional responsibilities.

Quality and Character of School Life

- 3 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 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**: Informal ratings from N8 Culture and Climate survey indicate improvement from SY19 5E ratings regarding staff-to-staff trust and staff-to-principal trust. Communication is open and ongoing with staff seeking admin or teacher support when needed. Beginning of year classroom routine to set culture.
- 4 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 4 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 4 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 4 Experience a schoolwide civics culture
  - o **Evidence**: Imbedded in social studies curriculum. Present in student council meetings, run by the principal and involving students 3-5.
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 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 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Student input on N8 Climate and Culture survey about 5Es and 2019 5E indicate students feel a strong sense of belonging and well-being. There is a school climate team that meets every other week to discuss Tier 1 climate concerns. Very limited discipline infractions.
- 3 - Supportive and Equitable Approaches to Discipline

- o 3 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 4 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**: Movement to increase restorative conversations and discipline from AP. Very limited discipline infractions.
- 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 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 4 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 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Strong family involvement at report card night, LSCs, PACs, and BACs, as evident by attendance records. Language supports in Spanish always offered or meeting is held in Spanish to accommodate family need. ESL classes offered in Child Parent Center. Tonti has several school partnerships that share our vision, including CSI.

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	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**

Score	Framework dimension and category	Area of focus
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	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	MTSS: Streamline an action plan to identify and target the multiple tiers of needs for all students in all tiers across all contents, including a clear process
Root Cause 1	MTSS: There's an unclearly defined MTSS team (academic and SEL) and communication to oversee implementation of action plan to identify and target the multiple tiers of needs for all students in all tiers across all contents.
Area of Critical Need 2	Instruction: Instruction is not geared towards meeting the needs of all learners
Root Cause 2	Instruction: There is limited alignment and shared understanding of instructional

	practices and potentially differentiation to address varied learner needs
Area of Critical Need 3	Curriculum: Teachers finding balance between teacher-created units, supplemental materials, and curriculum-provided content
Root Cause 3	Curriculum: Unclear curriculum direction and alignment on using curricula, teacher-made units, and supplemental units that targets CCSS

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: National School Attainment Percentile - Math (Grade 2) Although there has been continued growth on 2nd grade math attainment, it still does not meet CPS vision goals. Also, 2nd was lower than 3-5th so deliberate support to 2nd is necessary.	Overall		50.00	55.00
SQRP: National School Attainment Percentile - Reading (Grade 2) Although there has been continued growth on 2nd grade reading attainment, it still does not meet CPS vision goals.	Overall		65.00	72.00
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Overall		86.00	90.00
In SY19, growth on NWEA for entire population of school and even more specific EL population declined. It declined 11 points for the school in general.	EL		86.00	90.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	Overall		32.00	40.00
For SY19, we did not make sufficient progress.				

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Attendance Rate	Overall		96.00	98.00
SY19 showed a drop in attendance percentage from previous years.				

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 62 - Strong - Family Engagement 51 - Neutral - Effective Leaders 48 - Neutral - Collaborative Teachers				75.00	90.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Increase teacher capacity in differentiation of teaching strategies, including e-learning/remote learning, and data to increase student outcomes in all student performance tiers
Then we see...	Strengthened Tier 1 instruction by improving delivery through data-informed differentiation to address varied student learning needs, including students in Tier 2, 3, ELL language needs (MPIs), and other individual student needs
which leads to...	Improved attendance and academic performance, including 2nd math attainment, 2nd reading attainment, 3-8 reading growth, ACCESS growth.

Budget Description	Math coach, PD on balanced literacy, PD on balanced math
Tags	Assessment: Monitoring Student Learning to Support Growth, Equity: Targeted Universalism, MTSS: Shared Leadership
Action steps	(Not started) Hire a math coach to support Tier 1 math Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, ONS: Continuous Improvement, STE(A)M Schools: K-12 Program of Study (SSS5), Teacher Leader Development & Innovation: Distributed Leadership (Not started) Continue to have a reading coach to support Tier 1 reading Tags:Leadership for Continuous Improvement, Curriculum, Balanced Assessment and Grading, Assessment: PreK-3 Assessment (Not started) Continue partnerships with Math for All and Peggy Notebaert Science Museum Tags:Curriculum, Instruction, FACE2: Community Partnerships, Science: Curriculum, STE(A)M Schools: Institutional Capacity (SSS3) (Not started) Continue purchase and usage of differentiated instructional resources such as Khan academy, Lexia, Reading A-Z, Scholastic News, NEWSela, novels for literary circles, and others Tags:Instruction, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction (Not started) Equitable distribution of time and human resources to address all academic subjects and students' needs (Math, ELA, Science, Special Education, Bilingual Education, Administrators, SEL, P.E., and the arts) Tags:Instruction, Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, CBE: Supports, Interventions, or Extensions, Literacy: Shift 3-Increase Access to Culturally Responsive Resources (Not started) Allocate time for Grade Level Teams to review CCSS units to ensure alignment to standards. Tags:Structure for Continuous Improvement, Curriculum, Instruction, Assessment: Improving Assessment Literacy (Not started) SEL Curriculum or Scope and sequence. Tags:OSEL: SEL Instruction

	- (Not started) Provide trainings to teachers to group students based on data-informed need, designing instruction to meet varying student need, assess student progress to determine instructional next steps. Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams - (Not started) Include evidence of differentiated groupings based on data in units and in instruction Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction

Strategy 2

If we do...	Define commonly agreed rigorous curricular expectations within all subject areas across PK-5, aligned to CCSS
Then we see...	Units that best balance instructional minutes within each content area supplemented by Tier 1 curriculum, teacher-made lessons and assessments, e-learning/remote learning, and additional supplementary materials to meet CCSS
which leads to...	Improved academic performance, including 2nd math attainment, 2nd reading attainment, 3-8 reading growth, ACCESS growth.
Budget Description	Bucket for professional development for teachers, continued purchase of Tier 1 instructional materials (Journeys, Go Math, Lexia),
Tags	Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, CIDL: Curriculum, CIDL: Digital Learning, Science: Rigorous Tasks
Action steps	- (Not started) Create a budget bucket for teachers to attend both internal and external PD, including vertical alignment Tags:Leadership for Continuous Improvement, Instruction, MTSS: Curriculum & Instruction - (Not started) Revise units to ensure alignment to CCSS and include WIDA standards, marrying teacher-made units and existing Tier 1 curriculum Tags:Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, OLCE - (Not started) Purchase GOMath and Journeys/Senderos paper and digital materials for every classroom.

Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Curriculum, Instruction, CIDL: Curriculum, CIDL: Digital Learning, Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

- (Not started) Sponsor teacher leadership and professional capacity by organizing our ILT and other committees for our teachers and staff to collaborate, analyze data, and learn new best practices, including remote learning.

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

- (Not started) Purchase a curriculum for LRE3 students to be exposed to differentiated instruction that meets their academic needs.

  Tags:Curriculum, Instruction, ECCE: Early College STEM Schools, Equity: Resource Equity

- (Not started) Build teacher capacity by providing PD on remote learning.

  Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Include SEL in all units of to make SEL instruction part of our everyday instruction.

  Tags:Instruction, OSEL: SEL Instruction

- (Not started) Provide our bilingual classrooms with authentic and culturally relevant instructional materials.

  Tags:Equity: Fair Policie sand Systems, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OECE: PK Curriculum

- (Not started) Focus on standards based instruction by providing phonemic awareness and more informational texts, including purchasing supplemental, authentic phonics instruction for native Spanish speakers

  Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

- (Not started) Purchase assessments that will help place EL students at the appropriate reading proficiency level, such as Las Links.

  Tags:Balanced Assessment and Grading, Equity: Fair Policie sand Systems, OLCE

Strategy 3

If we do...	Clearly define curricula and criteria for tiers 1, 2 and 3 for academics, SEL and attendance, including having a universal screener and a menu of interventions for academic and SEL.
Then we see...	Increased application of targeted support
which leads to...	Improved attendance and academic performance, including 2nd math attainment, 2nd reading attainment, 3-8 reading growth, ACCESS growth, and attendance.
Budget Description	We will monitor student progress at the BOY, MOY, and EOY by implementing assessments and progress monitoring tools that will help us design differentiated instruction. Our ILT and grade level teams will collaborate through a problem solving process and design instruction that meets all students academic and social emotional needs.
Tags	Leadership for Continuous Improvement, Curriculum, Instruction, Equity: Targeted Universalism
Action steps	(Not started) Schedule intervention time during and after school hours for every grade level using existing human resources available. Tags:Family & Community Engagement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, CBE: SEL Integration, MTSS: Curriculum & Instruction (Not started) MTSS team develops clear entrance and exit criteria for MTSS Tiers and communicate to the staff Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership (Not started) Specific grade level Principal-directed time for MTSS Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership (Not started) Utilize teacher-suggested screener to place students at the beginning of the year Tags:Balanced Assessment and Grading, Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation (Not started) Utilize data from K-1 BOY, MOY, EOY DIBELs/IDEL/TRC, 2-5 BOY, MOY, EOY NWEA

Tags:Leadership for Continuous Improvement, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Collaborate to define intervention and support services within remote learning or other remote environments

    Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

- (Not started) Create a menu of Tier 2 and 3 interventions for reading and math, which are easily available digitally for the entire school staff.

    Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership

- (Not started) Create a Tier 1 curriculum for SEL, digitally available to all staff

    Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

- (Not started) Create a menu of interventions for SEL Tier 2 and 3. Add clear communication pathways to ensure when a student is serviced by a non-classroom teacher (such as counselor or social worker, for example) the intervention is clearly communicated to the academic teachers and homeroom teacher

    Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: SEL Instruction, OSEL: Supportive School Environment

- (Not started) Engage staff at least quarterly on intervention fidelity and intervention progress monitoring

    Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Create and provide Tier 1, Tier 2 and Tier 3 interventions, utilizing problem-solving process, for students under 96% attendance.

    Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Provide teachers with PD on MTSS at the beginning of the year and during grade level meetings.

    Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement

- (Not started) Provide parent education on importance of attendance and MTSS process at least twice a school year.

	Tags:MTSS: Family and Community Engagement

Strategy 4

If we do...	Clarify roles and responsibilities of MTSS team, which will provide referral process clarity, progress monitoring clarity, and clear and ongoing communication to all stakeholders regarding academics, SEL, and attendance
Then we see...	A streamlined and strengthened MTSS system to efficiently track and to intervene in a timely manner to better meet targeted student needs and provide necessary support to move students back to tier 1, and have higher levels of stakeholder involvement, including parents
which leads to...	Improved attendance and academic performance, including 2nd math attainment, 2nd reading attainment, 3-8 reading growth, ACCESS growth.
Budget Description	
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership
Action steps	(Not started) MTSS team roles, responsibilities, and meeting schedule communicated digitally to entire staff (I.e. a newsletter) within the first month of school. Team members include: administrators, counselor, math coach, reading coach, bilingual coach, social worker, and other personnel as needed. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership (Not started) Allocate at least twice a month MTSS team meetings Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation (Not started) MTSS team communicates quarterly, at the minimum, to all stakeholders, including teachers and families, on Tier 2 and 3 Tags:MTSS, MTSS: Family and Community Engagement (Not started) Streamline and continue to use a digital system of referrals for Tier 2 and 3. Intensify the problem solving process for Tier 3 referrals, as needed. Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership (Not started) Train staff on entering for Tier 2 and Tier 3 academic interventions in ASPEN, or a like singular system

	Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Teacher Teams
	• (Not started) MTSS team monitors student progress on Tier 2 and Tier 3 interventions in ASPEN, utilizing the ILT for Tier 1 needs Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership • (Not started) Hire an additional bilingual interventionist who can provide Tier 3 intervention, ELL intervention, and bridge other necessary student needs Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process • (Not started) Have a common school-wide document to track student duration in MTSS tiers. Tags:MTSS, MTSS: Shared Leadership

Strategy 5

If we do...	Maintain our ongoing priority of having a strong foundation through the safety, security, health, and technological engagement of our students
Then we see...	safe and healthy students and community and continued focus on the academic and SEL needs of our students
which leads to...	Improved attendance and academic performance, including 2nd math attainment, 2nd reading attainment, 3-8 reading growth, ACCESS growth.
Budget Description	Hire additional cadres, buy new security cameras, maintain CSI programming, promote healthy learning and nutrition education, and support arts programming.
Tags	CIDL: Digital Learning, Health & PE: Health Education Skill-Based Curriculum, Safety & Security
Action steps	• (Not started) Purchase new security cameras to ensure continued safety of our students is at the foreground Tags:Leadership for Continuous Improvement, Student Voice, Engagement, and Civic Life, Equity: Fair Policie sand Systems, Equity: Resource Equity, FACE2: Community Partnerships, Safety & Security • (Not started) Maintain healthy schools status by promoting all elements of healthy schools, including continuing the learning garden Tags:Family & Community Engagement, Equity: Liberatory Thinking, Equity: Resource Equity, FACE2: Community Partnerships, FACE2: Parent Engagement,

Health & PE: Health Education Skill-Based Curriculum, Science: Curriculum, Science: Equitable Access

- (Not started) Maintain computers and digital tools for classroom and remote instruction, fixing or replacing computers and iPads as necessary

  Tags:CIDL: Digital Learning, ECCE: Career and Technical Education, ECCE: Early College STEM Schools, ODLSS: Assistive Technology, OSSE: Out of School Time

- (Not started) Continue partnership with CSI for after school programming and CIS for community enrichment

  Tags:Family & Community Engagement, Arts Education: Artistic Literacy, Arts Education: Authentic Arts Integration, Arts Education: Equitable Access to the Arts, Budget & Grants, Equity: Resource Equity, Health & PE: Health Education Skill-Based Curriculum

- (Not started) Hire 2 cadres to support classrooms during teacher absences and support intervention efforts

  Tags:Instruction, MTSS, Equity: Fair Policie sand Systems, Equity: Resource Equity, Safety & Security

- (Not started) Hire an attendance coordinator to help the school's effort on reaching out to students who have poor attendance in K-5.

  Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation

- (Not started) Provide classrooms with needed technology, furniture, and resources to support instruction.

  Tags:Instruction, Safety & Security

- (Not started) Maintain cleanness in the classrooms, bathrooms, hallways, and playground to promote health and safety

  Tags:Physical and Emotional Safety, Health & PE: Health Education Skill-Based Curriculum, Safety & Security

- (Not started) Promote better customer service and train staff to treat the public with professionalism

  Tags:Relational Trust, Family & Community Engagement, FACE2: Parent Engagement

- (Not started) Better parent participation in PAC, BAC, and LSC and workshops for parents that are relevant to their children's academic and emotional needs

	Tags:FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, OLCE
	• (Not started) Continue exposing our students to the arts, music, choir, and world languages to enrich their learning.
	Tags:Arts Education: Authentic Arts Integration, Arts Education: Equitable Access to the Arts, Equity: Inclusive Partnerships
	• (Not started) Renew maintenance agreements for equipment, instruments, and instructional tools used by the staff.
	Tags:

Action Plan

Strategy 1

Hire a math coach to support Tier 1 math

Jul 01, 2020 to Aug 31, 2020 - Principal

Continue to have a reading coach to support Tier 1 reading

Jul 01, 2020 to Aug 31, 2020 - Principal

Continue partnerships with Math for All and Peggy Notebaert Science Museum

Jun 01, 2020 to Jun 30, 2021 - Assistant Principal and Principal

Continue purchase and usage of differentiated instructional resources such as Khan academy, Lexia, Reading A-Z, Scholastic News, NEWSela, novels for literary circles, and others

Jul 01, 2020 to Jun 30, 2021 - Assistant Principal and Principal

Equitable distribution of time and human resources to address all academic subjects and students' needs (Math, ELA, Science, Special Education, Bilingual Education, Administrators, SEL, P.E., and the arts)

Jul 01, 2020 to Jun 30, 2021 - Principal, A.P. Resident Principal, Tech Coordinator.

Allocate time for Grade Level Teams to review CCSS units to ensure alignment to standards.

Jul 01, 2020 to Jul 29, 2020 - Principal, Assistant Principal.

SEL Curriculum or Scope and sequence.

Jul 01, 2020 to Jun 30, 2021 - Counselor, Principal.

Provide trainings to teachers to group students based on data-informed need, designing instruction to meet varying student need, assess student progress to determine instructional next steps.

Jun 30, 2021 to Jun 30, 2021 - Reading coach, math coach, assistant principal, principal

Include evidence of differentiated groupings based on data in units and in instruction

Jul 01, 2020 to Jun 30, 2021 - Reading coach, math coach, assistant principal, principal

Strategy 2

Create a budget bucket for teachers to attend both internal and external PD, including vertical alignment

Jun 01, 2020 to Jun 30, 2021 - Principal and Assistant Principal

Revise units to ensure alignment to CCSS and include WIDA standards, marrying teacher-made units and existing Tier 1 curriculum

Jul 01, 2020 to Jun 30, 2021 - Principal, Reading Coach, Math Coach

Purchase GOMath and Journeys/Senderos paper and digital materials for every classroom.

Jul 01, 2020 to Jun 30, 2021 - Principal and Assistant Principal

Sponsor teacher leadership and professional capacity by organizing our ILT and other committees for our teachers and staff to collaborate, analyze data, and learn new best practices, including remote learning.

Jul 01, 2020 to Jun 30, 2021 - Principal, ILT, Reading Coach, Assistant Principal.

Purchase a curriculum for LRE3 students to be exposed to differentiated instruction that meets their academic needs.

Jul 01, 2020 to Jun 30, 2021 - Case Manager, Special Ed. Teachers.

Build teacher capacity by providing PD on remote learning.

Jul 01, 2020 to Jun 30, 2021 - Principal, Tech Coordinator, Instructional Coach.

Include SEL in all units of to make SEL instruction part of our everyday instruction.

Jul 01, 2020 to Jun 30, 2021 - Counselor, Social Worker, Principal.

Provide our bilingual classrooms with authentic and culturally relevant instructional materials.

Jul 01, 2020 to Jun 30, 2021 - Bilingual Coordinator, Principal, Reading Coach.

Focus on standards based instruction by providing phonemic awareness and more informational texts, including purchasing supplemental, authentic phonics instruction for native Spanish speakers

Jul 01, 2020 to Jun 30, 2021 - Reading Coach, Principal, Bilingual Coordinator.

Purchase assessments that will help place EL students at the appropriate reading proficiency level, such as Las Links.

Jul 01, 2020 to Jun 30, 2021 - Bilingual Coordinator, Reading Coach, Principal.

Strategy 3

Schedule intervention time during and after school hours for every grade level using existing human resources available.

Jul 01, 2020 to Jun 30, 2021 - Principal, MTSS Coordinator, ILT

MTSS team develops clear entrance and exit criteria for MTSS Tiers and communicate to the staff

Jul 01, 2020 to Jun 30, 2021 - Principal, MTSS Coordinator, ILT

Specific grade level Principal-directed time for MTSS

Jul 01, 2020 to Jun 30, 2021 - Principal, MTSS Coordinator, ILT

Utilize teacher-suggested screener to place students at the beginning of the year

Jun 01, 2020 to Jun 30, 2021 - Principal, MTSS Coordinator, ILT

Utilize data from K-1 BOY, MOY, EOY DIBELs/IDEL/TRC, 2-5 BOY, MOY, EOY NWEA

Jul 01, 2020 to Jun 30, 2021 - Principal, MTSS Coordinator, ILT

Collaborate to define intervention and support services within remote learning or other remote environments

Jul 01, 2020 to Jun 30, 2021 - MTSS coordinator, Principal, reading and Math coaches, interventionists.

Create a menu of Tier 2 and 3 interventions for reading and math, which are easily available digitally for the entire school staff.

Jun 01, 2020 to Jun 30, 2021 - MTSS Coordinator, Reading and Math Coach, Interventionists.

Create a Tier 1 curriculum for SEL, digitally available to all staff

Jul 01, 2020 to Jun 30, 2021 - School Climate Team, Counselor, Social Worker, Principal.

Engage staff at least quarterly on intervention fidelity and intervention progress monitoring

Jul 01, 2020 to Jun 30, 2021 - MTSS Coordinator, Interventionists, Math Coach and Reading Coach.

Create a menu of interventions for SEL Tier 2 and 3. Add clear communication pathways to ensure when a student is serviced by a non-classroom teacher (such as counselor or social worker, for example) the intervention is clearly communicated to the academic teachers and homeroom teacher

Jul 01, 2020 to Sep 30, 2020 - School Climate Team, Counselor, Social Worker, Principal

Create and provide Tier 1, Tier 2 and Tier 3 interventions, utilizing problem-solving process, for students under 96% attendance.

Jul 01, 2020 to Jun 30, 2021 - Interventionists, MTSS Coordinator, Reading Coach, Math Coach.

Provide teachers with PD on MTSS at the beginning of the year and during grade level meetings.

Jul 01, 2020 to Jun 30, 2021 - MTSS Coordinator, Reading Coach, Math Coach, School Climate Team.

Provide parent education on importance of attendance and MTSS process at least twice a school year.

Jul 01, 2020 to Jun 30, 2021 - School Climate Team, MTSS Coordinator, Interventionists.

Strategy 4

Allocate at least twice a month MTSS team meetings

Jul 01, 2020 to Jun 30, 2021 - MTSS Coordinator, Principal, MTSS Team,

MTSS team communicates quarterly, at the minimum, to all stakeholders, including teachers and families, on Tier 2 and 3

Jul 01, 2020 to Jun 30, 2021 - MTSS Coordinator, Principal, Interventionists, MTSS Team.

Streamline and continue to use a digital system of referrals for Tier 2 and 3. Intensify the problem solving process for Tier 3 referrals, as needed.

Jul 01, 2020 to Jun 30, 2021 - MTSS Coordinator, MTSS Team.

MTSS team monitors student progress on Tier 2 and Tier 3 interventions in ASPEN, utilizing the ILT for Tier 1 needs

Jul 01, 2020 to May 31, 2021 - ILT, Reading Coach, Math Coach, Principal.

Train staff on entering for Tier 2 and Tier 3 academic interventions in ASPEN, or a like singular system

Jul 01, 2020 to Jun 30, 2021 - MTSS Coordinator, Tech Coordinator, MTSS Team.

MTSS team roles, responsibilities, and meeting schedule communicated digitally to entire staff (I.e. a newsletter) within the first month of school. Team members include: administrators, counselor, math coach, reading coach, bilingual coach, social worker, and other personnel as needed.

Jul 01, 2020 to Aug 31, 2020 - MTSS Coordinator, Principal, MTSS Team.

Hire an additional bilingual interventionist who can provide Tier 3 intervention, ELL intervention, and bridge other necessary student needs

Jul 01, 2020 to Jun 30, 2021 - Principal, MTSS Coordinator, ELPT

Have a common school-wide document to track student duration in MTSS tiers.

Jul 01, 2020 to Jun 30, 2021 - MTSS Coordinator, MTSS Team.

Strategy 5

Purchase new security cameras to ensure continued safety of our students is at the foreground

Jul 01, 2020 to Sep 30, 2020 - Principal, Assistant Principal, Engineer.

Maintain healthy schools status by promoting all elements of healthy schools, including continuing the learning garden

Jul 01, 2020 to Jun 30, 2021 - Assistant Principal, Wellness Champion, CSI Coordinator.

Maintain computers and digital tools for classroom and remote instruction, fixing or replacing computers and iPads as necessary

Jul 01, 2020 to Jun 30, 2021 - Principal, Tech Coordinator, CSI Coordinator.

Continue partnership with CSI for after school programming and CIS for community enrichment

Jul 01, 2020 to Jun 30, 2021 - Principal, Assistant Principal, CSI Coordinator.

Hire 2 cadres to support classrooms during teacher absences and support intervention efforts

Jul 01, 2020 to Jun 30, 2021 - Principal, Assistant Principal, clerks, MTSS Coordinator.

Hire an attendance coordinator to help the school's effort on reaching out to students who have poor attendance in K-5.

Jul 01, 2020 to Jun 30, 2021 - Principal, A.P.

Provide classrooms with needed technology, furniture, and resources to support instruction.

Jul 01, 2020 to Jun 30, 2021 - Principal, A.P.

Maintain cleanness in the classrooms, bathrooms, hallways, and playground to promote health and safety

Jul 01, 2020 to Jun 30, 2021 - Principal, A.P.

Promote better customer service and train staff to treat the public with professionalism

Jul 01, 2020 to Jun 30, 2021 - Principal, A.P.

Better parent participation in PAC, BAC, and LSC and workshops for parents that are relevant to their children's academic and emotional needs

Jul 01, 2020 to Jun 30, 2022 - LSC, PAC, BAC, Principal

Continue exposing our students to the arts, music, choir, and world languages to enrich their learning.

Jul 01, 2020 to Jun 30, 2021 - Principal, A.P. CSI Coordinator, Arts and Music Teachers.

Renew maintenance agreements for equipment, instruments, and instructional tools used by the staff.

Jul 01, 2020 to Jun 30, 2022 - Principal, tech coordinator, engineer

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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.

Our CIWP was developed in collaboration with teachers, parents, administrators, and our Student Council. Dates of meetings were data reviews and stakeholders were consulted for their input and for needs assessments are documented on the Meeting Dates section. Parents from the PAC, the BAC and LSC had the opportunity to make suggestions for improvement and to give the school input about "What is working well at Tonti School?" and "What needs to improve at Tonti School?" This needs assessment will be reviewed and amended periodically through evaluation and analysis of available data. Modifications will be made as needed.

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

Our number one priority this year will be to increase differentiated instruction to provide all students with the opportunity to achieve proficiency levels in all core content areas. We will strengthen our Tier 1 by supplementing our CCSS based units with research based digital and non digital instructional materials. We will establish a well coordinated schedule for differentiated Tier 2 and Tier 3 interventions and will use all the available human resources to support all our students. After-school tutoring supports will be provided for struggling students to bridge the gap and to allow them to achieve standards. Enrichment opportunities will be provided before and after school to allow students to further develop interests and talents and move towards advanced levels of academic achievement.

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.

All core content area curricular programs were adopted from Board-recommended, research-based lists of instructional materials. They were also selected in collaboration with educators during ILT meetings and Grade Level Meetings. These programs include: Journes/Senderos for Reading and GoMath for Math. Our partnership with Math for All will be our main source of Professional Development and differentiated strategies to help us meet the needs of our student population, including English Learners and Diverse Learners. We will continue partnering with the Science Museum to provide our teachers with resources and Professional Development opportunities, and our students with hands-on experiences and field trips. Mystery Science will be used for relevant science information and content. All content area courses are taught with a differentiated approach, a strategy which has been successful in the instruction of urban populations.

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

We have adopted MTSS as a school priority to dedicate resources and time to students that historically do not meet the academic expectations as established by the CCSS and the district. Our goal is to provide academic and social emotional supports to our students through MTSS to meet and exceed the district's 65% attainment level in grades K-2 and 75% attainment level in grades 3-5. Students with special needs will be provided with enhanced support by qualified and certified Special Education educators and regular classroom teachers in an inclusive and least restrictive environment. Bilingual students will be provided with additional support and resources both during and after the regular school day. All teachers will be provided with opportunities for participation in professional development to strengthen their skills in working with these populations.

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

We will monitor the teachers and paraprofessional credentials. Every newly hired member of our staff will be required to meet Illinois State Board of Education requirements. We will encourage our current staff to pursue further endorsements that will enhance their skills to teach our students. Staff will also be encouraged to become National Board certified on the subject and grade level that they teach. Our school will encourage teachers to take leadership roles and to participate in committees and teams to that empower our staff in a variety of ways.

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.

Administration and Lead Teams will seek out opportunities for scientifically-based professional development for teachers and staff in the areas of best practices for teaching including SEL, EL instruction, Balanced Literacy and phonics instruction, and differentiation. We will use the PD offered by the different CPS departments and will implement newly learned practices in our everyday instruction. Opportunities for parent training will be researched and provided to strengthen parents' ability to support their children at home during remote learning and during summer.

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

Parents will be provided with workshop opportunities as well as for participation in family events in the areas of Reading, Math, Science and the arts. In addition, GED, ESL and computer classes will be made available to all parents through our Child Parent Center. Community organizations such as UIC, SWOP, LOS, will be invited to present to parents on issues relevant to parenting, family welfare, and quality of life. Our goal is to educate our parents so that they can support their children from home.

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.

Our Pre School program is considered one of the best in the city thanks to our strong leadership and high parental involvement. We will continue offering quality early childhood instruction to children of our community to close the gap of opportunities and to ensure they are ready for Kindergarten. Our Pre K and Kindergarten teachers collaborate and communicate to support the transition of early learners into kindergarten.

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

We will use data from a variety of district and state assessments to measure our students performance as well as the quality of our instruction. We have adopted a weekly and biweekly DDI (Data Driven Instruction) sessions where teachers collaborate in analyzing student performance on common assessments developed at each grade-level to note trends and student needs for instruction. They utilize assessment results to differentiate instruction and develop interventions to meet student needs.

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.

We will use a variety of tools to monitor academic progress and provide timely differentiated instruction and interventions. District assessments such as NWEA, Amplify DIBELS/IDEL, KIDS, as well as reports from programs such as LEXIA, RAZ Kids, KHAN Academy, etc. will be used to monitor student progress. All students experiencing difficulty mastering the proficient level of academic achievement will be recommended for after-school support as well as for interventions during the school day which target their needs.

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.

Our school participates in the Federal School Lunch Program and makes breakfast and lunch available to all students.

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.

Tonti School's CIWP includes the input from parents as key stakeholders and members of the school community. Tonti School has established local Parent Advisory Council (PAC). The PAC will continue to provide full opportunities for the participation of all parents including parents of children with limited English proficiency, disabilities, and parents of migratory children. Their responsibilities will include, but are not limited to, review and revise the CIWP and Parental Involvement Policy into its educational plan. They will also be involved in decisions about how funds reserved for parental involvement are spent.

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

Tonti School will hold an annual meeting to inform parents about the school's participation in Title I. In addition, we will have monthly meetings with PAC, LSC, PTA, and BAC. We will send the information through flyers, parent newsletters, and post it on the school monthly calendar and website.
Upon the elections of the PAC officers, a list of workshops and conferences will be provided for them to plan the monthly meetings for the year. During the monthly meetings that the PAC officers have to attend, they will be provided with additional information on workshops/conferences in which they want to attend or have; we will take into consideration their request. Money received for parental involvement will be allocated according to their requests.
Projected date for both initial meetings with PAC is 09/29/2020.

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.

We will have Back to School and "Open House" meetings at the beginning of the year to provide parents of Bilingual and Non-Bilingual students with information about the Title 1 program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. These meetings will be provided by the teachers of each grade level. We will also hold meetings with parents of the 3rd grade students to explain the CPS Promotion policy and the expectations for them to be successful.

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.

During open house meetings at the beginning of the year, and our State of the School community meeting we will share test results and data from the State Standardized tests, such as NWEA, IAR, and Off-Track data with our parents. We will offer our parents with opportunities to meet with their teachers during the school year at parent-teacher conferences, report card pick days, and through progress reports sent home.

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.

Letters produced by the state of Illinois in regards to teachers' qualifications will be sent to the parents of the children that it applies to in a timely manner. Further information about the teacher's qualifications will be provided to the parents upon request.

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.

We will offer parents with opportunities to learn more about the curriculum and standards established for all the students in the State of Illinois. During our open house, PAC, BAC, and LSC meetings with parents, we will explain the assessments used by the state, the district and our school at each grade level to monitor the students' academic achievement. We will also share the results and the data that we receive from the state assessments that show the school's progress in general and present the data as reported on our SQRP during a "State of the School" community meeting.

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.

Teachers will provide workshops and presentations throughout the year to keep parents informed and to share strategies that can be used at home with their children.Our Child Parent Center will continue to be available for parents interested in volunteering and improving their parental skills. We will maintain our GED, ESL, and computer classes for our parents to become more prepared to help their children and to be able to use technology during homework with their children.

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.

The school will hold staff developments on effective parent partnership activities that will educate all staff in the value of contributions by parents. We will also provide opportunities during the year as during our "Mother's Day", Pre K, Kindergarten, and 5th Grade EOY Events, Reading Week, and Math-Science Week. Student of the Month Celebrations will be maintained for teachers to recognize students and for parents to have an opportunity to see their children's academic effort being recognized.

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.

The school will work with the community partnerships to support parents in educating their children. For example, kindergarten teachers and first grade teachers will integrate Journeys/Senderos, THINKCentral, Lexia, Leveled readers, NEWSELA, Reading A-Z, and GoMath, and other digital technology to further encourage and support parents 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 will work with FACE, the Office of Early Childhood Education, OLCE, and Community Partners to support parents in educating their children. For example,kindergarten teachers and first grade teachers will integrate Reading A-Z, Khan Academy, STMath, etc., to further encourage and support parents in their child's education. We will communicate a Remote Learning Plan to make learning available for students on emergency days and school closures.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] **\ In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.\ **
[X] **\ The school will coordinate the parent and family engagement programs identified in the CIWP.\ **
[X] **\ 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.) Tonti School will establish a partnership between parents, students, teachers, and community members. Together we will provide a safe and nurturing environment that fosters the development of life-long learners who are self motivated, inquisitive, creative, ethical, and responsible citizens.
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. Our Report Card Pick-Up/Parent-Teacher Conferences will be held on November 18, 2020 and Wednesday, April 21, 2021. In addition, teachers will schedule parent teacher conferences with individual parents as needed or when requested by the parents.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Tonti School will distribute Progress Reports during the 6th week of each marking period on the following dates: Q1 on October 9, 2020; Q2 on December 18, 2020; Q3 on March 12, 2021; Q4 on May 21, 2021
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. Staff is available for parents before and after school. Teachers will also be available to see parents during their preparation periods. If a remote conference or consultation between teacher and parent is needed, we will use telecommunication platforms, such and Google Meets, ZOOM, WebEx, and phone calls as needed.

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.

Throughout the school year, parents will be supported, encouraged, and mentored to assist the school faculty and staff with a variety of tasks. Parents will partner with teachers in the classroom, they will help our office clerks, they will assist with student supervision throughout the building and in the school yard. Finally, they will participate on field trips to monitor the children as long as they are approved by CPS by registering on the CIVICCORE website at https://chicagopublicschools.civicore.com/.

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

Parents will be taught a variety of ways that they can assist their children in learning at home. For example, the school will encourage both families and children to check out books from our classroom libraries and from the public library. Also, we will provide workshops for parents to learn strategies to help their children at home. In addition, parents will support their children's learning by ensuring that children are in school every day and will monitor homework and project completion at home. They will also be invited to support our Remote Learning Plan established by the schools for distance learning.

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

Our parent-teacher conferences will be one venue for parents to express their ideas and opinions. Our LSC, PAC, and BAC meetings, which are open to the public, will also provide a space for them to participate. Our clerks, ESP, teachers, and Administrators will always welcome and treat our parents with professionalism.

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).

Through continuous communication of our expectations to the students, we will share the responsibility for improved academic achievement through the improvement of social skills and behavior and by displaying the targeted school expectations for PRIDE: Perseverance, Responsibility, Include others, Do their best, and Empathy.

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.

At the first meeting in September, parents will be surveyed on the activities that they are interested to have this school year. Funds will be distributed accordingly based on the parents interests. The newly selected PAC officials will list the parent's interests and use them to reach out to different organizations that provide workshops and activities for parents (Metropolitan Family Services, UIC, SOWP, Frida Khalo, etc) . Some goals for this year:
Developing a College Going Child
Improving the self esteem in their children
Special Education Issues

Counseling for parents
Remote Learning, E-Learning for parents
Supporting their children's academic life
The PAC has worked worked closely with the Principal to set the dates and to communicate the activities to the whole school community.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$6248.00
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

	Furniture and Equipment	
55005	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