

Turner-Drew Elementary Language Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Sabrina Jackson	Principal	sbjackson@cps.edu	No Access
Latrice Nicholson	Assistant Principal	lnicholson@cps.edu	No Access
John Polunbinski	Teacher (PE)	jmpolubinski@cps.edu	No Access
Gerri Whitfield	Teacher Asst./LSC	gamatthews-whitfi@cps.edu	No Access
Kia Henderson	Teacher (E/LA)	kjhenderson@cps.edu	No Access
Lewis Himes	Teacher (Math)	lhimes@cps.edu	No Access
Brianna Harte	Teacher (World Language)	bharte@cps.edu	No Access
Felicia Alston	Teacher (Diverse Learners)	fralston@cps.edu	No Access
Milton Holmes	Parent/LSC	Holmes canine@global.net	No Access
Fatimat Batula	Parent/LSC Chair	fatimat.0.bajarae@gmail.com	No Access
Carolyn Becton	Community Rep	Cjbectton@hotmail.com	No Access
Tara Barker	LSC/PTA		No Access
Bianaca Leonard	LSC/PTA		No Access
McCullough Lisa	LSC/Community Rep	Melissajm19@hotmail.com	No Access
Terhune Mary	School Counselor	Materhune@cps.edu	No Access
Hiller Brenda	School Clerk	Bhiller1@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/10/2020	Creshenada McCall, Gerri Whitfield. Latice Nicholson, Lewis Himes, Kia Henderson	Self Assessment (CIWP): What works, What doesn't work?
01/15/2020	Latice Nicholson, Sabrina Jackson, Mary Terhune, Breanna Harte, J. Lampley, A. Carlisle, F. Alston, K. Henderson, B. Hiller, G. Whitfield, L. Himes. J. Jtch-Skipper, P. Lavin, P. Cusack and K. White	State of the School/Current and Future Priorities
02/13/2020	LSC (Kia Henderson, Fatimat Batula, Tara Barker, Sabrina Jackson, Milton Holmes, Gerri Whitfield, John Polubinski, Carolyn Becton,	CIWP: Priorities, Strategies and Resources
02/07/2020	Family Meet and Greet: Teachers, Students, Staff and Families	Stakeholder meeting to review results of CIWP Survey
04/15/2020	School Staff (Remotely)	School Plan Finalization
04/29/2020	School Staff Remotely	School Plan Finalization

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most

- 4 Employ the skills to effectively manage change
- 4 Make “safe practice” an integral part of professional learning
- 3 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** Turner-Drew has developed a shared mission and vision that supports our school community. We empower our staff by building leadership structures to promote increased student performance, a positive school culture and a high-quality instructional program that supports school priorities and district initiatives. We strive to ensure all members of our school community can reach their full potential and be fully prepared for their roles as global citizens and life-long learners. Evidence includes a shared vision and posted mission statement, a challenging curriculum, assessment calendar with timelines, effective leadership structures (i.e., ILT, MTSS, Teacher Leaders, DDI Cycle, REACH,..) and active school-based organizations (i.e., LSC, PTA, and PAC).
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Turner-Drew has a structure in place for teacher leadership that is focused on creating and implementing the school's theories of action and improving teaching and learning. Evidence includes: agendas, sign-in sheets, effective professional development to staff, assessment calendar with timelines, data-driven, rigorous instruction and inquiry-based activities. Lesson plans should reflect high academic expectations and include questions that challenge student thinking.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity

- **Evidence:** Instructional and supplementary materials and programs have been updated and are aligned with the Common Core Standards. We will integrate CS4All into our existing technology schedule and curriculum in grades K-8. We will integrate technology -based programs(i.e. Compass Learning, coding and LightSail) into our curriculum to support all students in achieving high levels of academic performance.
- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Our school is characterized by teachers who are dedicated to improving instruction. Evidence includes goal setting for learners and teachers, progress monitoring and priority grouping (RIT Band instruction), and implementing lesson plans that include student friendly objectives and extend student learning and include probing questions across all grade levels to promote critical thinking skills. Additionally, teachers participate on various school teams (i.e., ILT, content-area, data-team..) in an effort to share ideas, analyze student work and integrate cross-curricular skills and concepts.
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 Improve and promote assessment literacy

- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Progress monitoring is systematically utilized to ensure student growth and effectively guide instruction. Examples of a variety of teacher-created activities and assessments as well as NWEA, IAR, and Compass Quarterly Tests are analyzed to ensure responsiveness to the needs of ALL students. Evidence of balanced assessment & grading include; Second Chance Thursdays, RIT Band packets, Compass folders, On-Track data, Teacher Collaboration logs, Data binders, lesson plans with assessments and modifications, weekly grade submission targets for teachers, grading policy & scale posted.
- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Turner-Drew has an assessment system that includes a DDI-Cycle aligned to the CCSS. Students are assessed quarterly in grades 2-8 in ELA and Math. Following each assessment, teachers engage in data meetings that include data analysis, planning for instruction, reteaching and student support. Grades and On-Track data are also part our balanced assessment system.
- 4 - Transitions, College & Career Access, & Persistence
 - 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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
 - **Evidence:** The school counselor provides weekly presentations (often with guest speakers) related to college and career readiness. Additionally, one-to-one guidance is provided and every 7th grader is provided with a school mentor.

Quality and Character of School Life

- 4 - Relational Trust
 - 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Teachers in our school overwhelmingly report that they trust each other and students report that they feel safe and comfortable with their teachers. This is an area that we will continue to work to improve in.
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** In 2018-2019, 99.9% of Turner-Drew students, and 95.2% of our teachers completed the 5-Essentials survey, providing valuable input into how we can improve the school experience. Students participate in after-school programs that include basketball, sewing, academic homework support and technology (coding and Compass),
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** The majority of our students report feeling safe inside their classrooms during the school day and 85% report that they feel safe and comfortable with their teachers.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- **Evidence:** Turner-Drew has a progressive school-wide discipline plan that includes proactive, instructive, and restorative approaches to minimize punitive consequences. Out-of-suspensions are utilized only as a last resort and is evidenced by a continual decline in the number of -suspensions over the past three years. In 2020-2022, we will strengthen and focus on restorative approaches to disciplines throughout the school year.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Turner-Drew is characterized by strong parent partnerships with the majority of our parents active on Parent Portal and above average Parent/Teacher Conference participation this year. We are also characterized by an active PTA, and LSC... all of which promote communication, participation and collaboration within our school community.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	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	SEL in the Primary Grades
Root Cause 1	Social skills readiness
Area of Critical Need 2	Increase school-wide attendance in grades K-8
Root Cause 2	Multi-tiered systems of support
Area of Critical Need 3	Increase student Growth in grades 3-8 in Reading and Math
Root Cause 3	Balanced assessment and grading
Area of Critical Need 4	Increase student attainment in grades 2-8 in Reading and Math
Root Cause 4	Balanced assessment and grading

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate	Overall		96.30	96.50
I chose this metric because attendance rates decreased over the past two years.	African American		96.30	96.50
Vision: NWEA Attainment G2 (Math)	Overall		70.00	72.00
I chose this metric because SQRP data suggests an overall need to provide rigorous instruction aligned with school resources and materials may lead to improved student attainment in math as measured by NWEA.	African American		70.00	72.00
Vision: NWEA Attainment G2-8 (Reading)	African American		70.00	72.00
I chose this metric because NWEA data suggests aligning goals resources with balanced assessment and grading, rigorous instruction and a challenging curriculum may increase student attainment in reading.	Overall		70.00	72.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Strategic planning relative to a balanced assessment utilizing multiple measures such as a range of assessments, progress monitoring and a flexible grading system
Then we see...	Effective measures of the depth and breath of student learning integrated throughout the curriculum and instruction
which leads to...	A 5% increase (NWEA) in attainment in reading and math in grades 2-8.
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	<ul style="list-style-type: none"> (Not started) Maintain common grading systems, weights and tools such as rubrics, checklists, checkpoints, assessment calendar and DDI cycle implementation. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System (Not started) Quarterly conferences between teachers and students to identify stretch goals and action plan. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy (Not started) Quarterly conferences between student, teacher, and parent to progress monitor student work and student progress, Tags:Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative

Strategy 2

If we do...	Rigorous instruction with a standards-based curriculum
Then we see...	Improved student learning in reading and math
which leads to...	5% increase of student performance in reading and math (attainment) as measured by NWEA .

Budget Description	Purchase instructional supports such as resource materials, books, software and technology. Purchase supplies to complete classroom projects. Purchase student incentives.
Tags	Instruction, CIDL: Curriculum, ODLSS: Instructional Quality, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> • (Not started) Create a culture that reflects high expectations across all content areas. Tags:Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, MGIB: Magnet Programs, Math: Rigorous Tasks, Math: Curriculum • (Not started) Invest in school-wide content area instructional materials and supplies to support the curriculum. Tags:Curriculum, Instruction, MGIB: Magnet Programs • (Not started) Invest in technology to support the school-wide curriculum across content areas. Tags:Curriculum, Instruction • (Not started) Develop student incentives to support e-learning strategies in all content areas. Tags:Curriculum, Instruction • (Not started) Develop reading and math curriculum to support remote learning through summer program. Tags:Curriculum, Instruction, Literacy: Key Practice #5-Creating Content in a Digital Environment, Math: Equitable Access • (Not started) Provide resources and supports to World Language Program. Tags:MGIB: Magnet Programs • (Not started) Engage learners with rigorous tasks in reading, math, science, social science, P.E. and Spanish. Tags:Curriculum, Instruction, Health & PE: Health Education Skill-Based Curriculum, MGIB: Magnet Programs, Science: Curriculum

Strategy 3

If we do...	tiers of support with fidelity to adjust instruction so meet student individual needs
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Then we see...	Mastery of individualized student goals and targets
which leads to...	A 5% increase in the number of students who attain academic benchmarks (Grade C or above) as measured by CPS on-track data.
Budget Description	Small group instruction/ Individualized Support.. Maintain and/or increase personnel Differentiate instruction....Purchase instructional materials/software/curriculum Progress Monitoring... Provide supports and Resources Family and Community Engagement... Provide Supports and Resources MTSS Team....Provide Supports and Resources
Tags	Curriculum, Instruction, Family & Community Engagement
Action steps	<ul style="list-style-type: none"> (Not started) Adopt a shared leadership MTSS team to implement problem solving process with fidelity. Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership (Not started) Utilize a continuum of instructional supports, programs and incentives to implement instructional and social/emotional interventions to support and target student needs Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Progress Monitoring, MTSS: Shared Leadership (Not started) Establish continuous communication with families to ensure their understanding MTSS goals and supports. Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation

Strategy 4

If we do...	Implement universal supports to prevent absenteeism
Then we see...	Less chronic truancy
which leads to...	A 2% increase in student attendance as measured by on-track data (CPS).
Budget Description	Progress monitoring.... maintain attendance clerk Student supports and incentives Teacher supports and incentives
Tags	MTSS, MTSS: Family and Community Engagement
Action steps	<ul style="list-style-type: none"> (Not started) Progress monitor student attendance. Tags:MTSS: Family and Community Engagement, MTSS: Progress Monitoring

	<ul style="list-style-type: none"> (Not started) Provide students and staff with incentives to improve student attendance. <p>Tags:OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Promote school-wide restorative practices to decrease the number of out-of-school suspensions. <p>Tags:MTSS</p>
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Strategy 5

If we do...	Balanced assessment and grading
Then we see...	Effective outcomes of the depth and breadth student learning and instructional effectiveness
which leads to...	A 5% increase in reading and math as measured on the NWEA
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Utilize school-wide assessment categories, weights and tools across the curriculum <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p>

Strategy 6

If we do...	Instruction
Then we see...	
which leads to...	
Budget Description	
Tags	
Action steps	

Action Plan

Strategy 1

Maintain common grading systems, weights and tools such as rubrics, checklists, checkpoints, assessment calendar and DDI cycle implementation.

Sep 07, 2020 to Jun 18, 2021 - ILT

Quarterly conferences between teachers and students to identify stretch goals and action plan.

Sep 14, 2020 to Jun 18, 2021 - ILT/Teachers

Quarterly conferences between student, teacher, and parent to progress monitor student work and student progress,

Sep 14, 2020 to Jun 18, 2021 - ILT/Teachers

Strategy 2

Create a culture that reflects high expectations across all content areas.

Sep 07, 2020 to Jun 18, 2021 - Principal/Staff

Invest in school-wide content area instructional materials and supplies to support the curriculum.

Sep 07, 2020 to Jun 18, 2021 - Principal

Invest in technology to support the school-wide curriculum across content areas.

Sep 07, 2020 to Jun 18, 2021 - Principal

Develop student incentives to support e-learning strategies in all content areas.

Sep 07, 2020 to Jun 18, 2021 - ILT

Develop reading and math curriculum to support remote learning through summer program.

Jul 06, 2020 to Aug 07, 2020 - Principal/ILT

Provide resources and supports to World Language Program.

Sep 07, 2020 to Jun 18, 2021 -

Engage learners with rigorous tasks in reading, math, science, social science, P.E. and Spanish.

- Staff/ILT

Strategy 3

Adopt a shared leadership MTSS team to implement problem solving process with fidelity.

Jul 01, 2020 to Jul 01, 2021 - MTSS Team

Utilize a continuum of instructional supports, programs and incentives to implement instructional and social/emotional interventions to support and target student needs

Jul 01, 2020 to Jul 01, 2021 - School Staff

Establish continuous communication with families to ensure their understanding MTSS goals and supports.

Jul 01, 2020 to Jul 01, 2021 - School Staff

Strategy 4

Progress monitor student attendance.

Sep 07, 2020 to Jun 18, 2021 - Principal/Att.Clerk

Provide students and staff with incentives to improve student attendance.

Sep 07, 2020 to Jun 18, 2021 - ILT/Att. Clerk

Promote school-wide restorative practices to decrease the number of out-of-school suspensions.

Sep 07, 2020 to Jun 18, 2021 - ILT/MTSS Team

Strategy 5

Utilize school-wide assessment categories, weights and tools across the curriculum

Jul 01, 2020 to Jul 01, 2021 - Teachers

Strategy 6

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.

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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.

Yes, Bi-annual State of the School Address provides achievement results. In addition, annual needs assessments (s) conducted to determine what is working and what is not working on an annual basis; survey completed and filed.

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

Yes, Reform strategies such as bi-annual reviews, parent meetings and services and fund investment support the provision of opportunities to all eligible students in meeting academic achievement levels.

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.

Yes, instructional strategies are based on student needs; supports are provided , accordingly.

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).

Yes, strategies address the needs for ALL learners and target at-risk students to meet their individual needs.

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

Strategies that support high-quality, highly qualified teachers include but are not limited to, high parent engagement, shared leadership and a rigorous instructional program. Student incentives are provided for attendance, behavior and academic performance.

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.

Yes, targeted professional development is provided at the school-level and opportunities are available at the Network level as well as central and state-wide locations. Webinars are also available to support all staff in ensuring that students meet state standards.

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

Monthly meetings with guest speakers motivate and inform parents. Check-ins are on-going to provide services (I.e., technology, financial, testing, ...) to meet parental needs on a continuous basis.

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.

Not applicable

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.

Teachers vote on a yearly basis to determine the academic assessment plan and calendar.

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.

Yes, School has a multi-service support team (MTSS) to coordinate and support timely service implementation to students who have academic and/or social difficulties on an as needed basis.

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.

Yes, the school coordinates and integrates federal, state and local services and programs to ensure parent and students need are addressed, Examples include, but are not limited to, partnerships with Communities in Schools and they Chicago Police/Fire Departments, I Title 1 meetings, school-parent compacts, monthly NCLB meetings, parental notification of upcoming services (I.e., vision screening, medical,...) and attendance initiatives.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

School will continue to engage parents in the joint development and periodic review and revision of the NCLB, Title 1 school parental engagement plan/policy via monthly, scheduled meetings.

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

School will host and coordinate an annual meeting (Title 1 Annual and PAC) scheduled at a time of convenience for parents and families during the first month of the school year. Projected meeting is tentatively scheduled for September 24, 2020; organizational meeting tentatively scheduled for September 17, 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.

Turner-Drew will provide opportunities for regular meetings for parents and family members to formulate suggestions and engage in decision-making via the coordination of monthly invitation to PAC /NCLB and LSC meetings.

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

Yes, Turner-Drew will provide parents with a reports of their child?s performance on state assessments by sending assessment reports home with students; frequently along with the report card (EOY).

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.

Parents will be notified by letter of their child?s teacher status (highly qualified/NOT highly qualified).

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.

School will continue to schedule monthly NCLB meetings and workshops to support parents in monitoring their child's progress and collaborating with educators (i.e., teacher, administrator and counselor).

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.

Turner-Drew will continue to disseminate information to parents via flyers, website updates, Robocalls, and meetings to provide information to parents and primary stakeholders in an effort to assistS parents.families in supporting their children; academically, socially and emotionally. In addition through meetings, programs,activities and phone calls, the school will increase parental engage to and parental involvement,

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.

During Professional Development/Flex days,Turner-Drew will educate all staff in the value and utility of parent/family essential contributions of collaboration, communication and cooperation in addressing the needs of our students; academically, socially and emotionally.

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

N/A

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Turner-Drew will ensure that parents are notified in a timely manner relative to programs, meetings, etc.. by Robocall, newsletters and.or website updates.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

To provide a safe, high-quality education in a student-centered environment that emphasizes college and career skills while challenging students to reach their full potential. We are committed to improving student achievement, attendance and attitude; thereby, enabling our children to become critical thinkers as they function effectively in our diverse society.

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 will host parent-teacher conferences twice a year; currently scheduled for November 2019 and April 2020.

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

Progress reports will be sent home with students at 5-week intervals rotating between 10 week report cards. Grades are also available on Parent Portal.

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

An Open Door Policy exists within our school. However, interruptions to instruction are not allowed. Conferences with teachers are encouraged and scheduled upon requests.

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.

Turner-Drew adheres to the Board Volunteer Policy; background checks are required. Parents are not assigned to their child's classroom. However, there are many opportunities to serve. Volunteer packets are found online and are available in the Main Office upon requests.

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

The school hosts monthly parents workshops and meetings to address. Strategies in which parents can support their children in the learning process.

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

Local School Council meetings and parent workshops/meetings are held on a monthly basis. Parents are also surveyed yearly to illicit their input in maintaining a safe, high-quality education for their children.

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 regularly participate in data conversations and are provided with growth targets as a pathway to academic success. In addition, student incentives, such as field trips and free gyms are provided to support attendance initiatives and behavior expectations.

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.

The primary goal is to increase student attainment by 5% as measured on the NWEA. Timelines are tentatively scheduled to coincide with NWEA assessments in September/October 2020 and May 2021. These activities are presented by the school counselor. Parent workshops, such as Financial Literacy, High School Selection and Internet Safety are also tentatively scheduled for December 2020 and February 2021.

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.	\$796.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00

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