

Newton Bateman Elementary School

2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/20/2020	Davos, Klopper, Fernandez, Solayman, Doychich, Butler, Shadday, Rowe, McKeague	Goals and Strategies

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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- 3 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 3 Curriculum connects to real world, authentic application of learning
- 4 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 3 - MTSS

- 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2nd 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)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)

- 4 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)
- 4 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)
- 4 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)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 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)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - 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
 - 4 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:**

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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)

- 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
 - 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:**
 - 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:**
 - 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 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).
 - 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:**
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School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	4
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: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Area of Critical Need 2	Area of Critical Need 3
Identifying purpose, accountability, and complexity in Reader's Workshop	Engagement & Interaction to ensure student ownership of learning objectives	Differentiation in evident in all tasks

[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.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math)	Overall		65.00	70.00
I chose this metric because we need to continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous students tasks, and common performance tasks	EL		60.00	65.00
Vision: NWEA Attainment G2 (Math)	Overall		60.00	65.00
I chose this metric because we need to continue to show growth through supports given by small group instruction, data analysis, progress monitoring, interventions, rigorous students tasks, and common performance tasks	EL		55.00	60.00
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey			5.00	5.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Our school's culture is always at work. It influences every decision and action in our school, from the leadership style of administration to the way teachers choose curriculum materials and interact with students. We strive to support our students to become meaningful leaders in the school climate improvement process; build an authentic sense of ownership for their efforts to create a stronger school climate; create opportunities to strengthen our school community through youth-led engagement efforts; and strengthen student and teacher partnerships.					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	use UbD backward design approach to expand access to inquiry-driven and culturally relevant instruction, provide opportunities for all students to engage with complex texts and tasks, prioritize the development of teacher collaboration and focus on the level of cognitive demand and rigor in Reading and Mathematics lessons,
Then we see...	teachers collaborating and using data to plan differentiated instruction and increased student engagement in Math and Reading classes
which leads to...	increased Math and Reading growth on NWEA among all students (from the 58th percentile to 65th percentile in Math and from the 66th percentile to the 70th percentile in Reading.
Budget Description	

Tags	Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Review UbD Stage 2 and 3 for Reading and Math unit plans in grades K-4 and content-area unit plans for grades 5-8 <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> (Not started) Continue creating performance tasks, rubrics, and analyze students outcomes <p>Tags:Curriculum, Instruction</p>

Strategy 2

If we do...	engage in professional learning and collaborative planning to deepen our understanding and implementation of differentiation across all content areas
Then we see...	students engaging in learning that meets their specific needs
which leads to...	increased performance on benchmark classroom assessments and students hitting their NWEA Reading (70%) and Math (65%) growth goals
Budget Description	
Tags	Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	<ul style="list-style-type: none"> (Not started) Differentiate Tier 1 and 2 instruction through instructional grouping <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> (Not started) Conduct peer observations and provide feedback <p>Tags:Curriculum, Instruction</p>

Strategy 3

If we do...	empower our Instructional Leadership Team (ILT) to be key instructional leaders and aid in the trust and transparency necessary for promoting student learning and growth
Then we see...	our current twelve staff members engaged in leadership capacity building in order to have more voice and representation of stakeholders in school wide decisions such as Learning Cycle Planning, Curriculum Planning sessions, and Learning Walks.
which leads to...	building a strong Instructional Leadership Team, and foster and support a community of distributed leadership, shared responsibility, and provide time for professional collaboration for the purpose of improving student achievement in NWEA Reading (70%) and Math (65%) growth goals.
Budget Description	
Tags	Curriculum, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Analyze data and create school-wide decisions such as Learning Cycle Planning, Curriculum Planning sessions, and Learning Walks. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) Instructional Leadership Team members lead grade level team meetings and provide feedback in order to improve student achievement <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p>

Strategy 4

If we do...	develop local Tiering Criteria in the areas of academics, attendance, and social-emotional and develop a Menu of Interventions aligned to the needs of students and respective tiers
Then we see...	develop local Tiering Criteria in the areas of academics, attendance, and social-emotional and develop a Menu of Interventions aligned to the needs of students and respective tiers
which leads to...	fully implemented standardized systems and structures to support at-risk students as measured by 4 score on the Self-Assessment of Multi-Tiered System of Supports (SAM), and improvement in 5 essentials supportive environment.
Budget Description	
Tags	Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth,

	Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Continue formal and systematic referral process for Academics/SEL supports to the MTSS Team <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) MTSS Team will meet biweekly to analyze progress, plan flex days, and analyze effectiveness of interventions <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism or SEL needs <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p>

Action Plan

Strategy 1

Review UbD Stage 2 and 3 for Reading and Math unit plans in grades K-4 and content-area unit plans for grades 5-8

Aug 24, 2020 to Jun 18, 2021 - ILT, GLTs, Content Teams, Administrative Team

Continue creating performance tasks, rubrics, and analyze students outcomes

Aug 24, 2020 to Jun 18, 2021 - ILT, Teacher Teams, Content Teams

Strategy 2

Differentiate Tier 1 and 2 instruction through instructional grouping

Aug 24, 2020 to Jun 18, 2021 - ILT, Teacher Teams, Content Teams

Conduct peer observations and provide feedback

Aug 24, 2020 to Jun 18, 2021 - ILT, Teacher Teams, Content Teams

Strategy 3

Analyze data and create school-wide decisions such as Learning Cycle Planning, Curriculum Planning sessions, and Learning Walks.

Aug 24, 2020 to Jun 18, 2021 - MTSS Team, Teacher Teams, ILT, School Climate Team, Content Teams, Admin Team

Instructional Leadership Team members lead grade level team meetings and provide feedback in order to improve student achievement

Aug 24, 2020 to Jun 18, 2021 - MTSS Team, Teacher Teams, ILT, School Climate Team, Content Teams, Admin Team

Strategy 4

Continue formal and systematic referral process for Academics/SEL supports to the MTSS Team

Aug 24, 2020 to Jun 18, 2021 - MTSS Team, Teacher Teams, ILT, School Climate Team, Case Manager, Counselor, School Psychologist

MTSS Team will meet biweekly to analyze progress, plan flex days, and analyze effectiveness of interventions

Aug 24, 2020 to Jun 18, 2021 - MTSS Team, Teacher Teams, ILT, School Climate Team, Case Manager, Counselor, School Psychologist

Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism or SEL needs

Aug 24, 2020 to Jun 18, 2021 - MTSS Team, Teacher Teams, ILT, School Climate Team, Case Manager, Counselor, School Psychologist

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Students receive differentiated instruction to best address the needs of each student. Groups are established through an in-depth analysis of ISAT, NWEA MAP, DIBELS, IDEL and TRC. Teacher Grade Level Teams collaborate to develop a profile of their students' needs and utilize formative assessments to insure instructional effectiveness.

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

Implementing a school-wide balanced-literacy approach together with rigorous Common Core learning outcomes and curriculum embedded formative assessments will help Bateman continue to focus on meeting the learning needs of all students. We believe that this approach will also be helpful to bridge the achievement gap for our English Learners (ELs) and for our Diverse Learners (students with special education learning needs). The gap is apparent in 2013 ISAT results and Winter 2014 MAP data. Winter 2014 MAP data reports a 1% point gap between the general students and diverse learners in winter 2014, and a 40% point gap between general education students and EL students, While ISAT 2013 data reports a 52% point achievement gap between general education and diverse learner students, and 50% point achievement gap between general education and English Learners. Targeting instruction to meet the specific literacy needs of our diverse student population (as identified through MAP individual learner profiles), by utilizing research-based instructional strategies, will help us move students to the expected outcomes. Continued horizontal and vertical Common Core curricular alignment through grade level team planning, will help us ensure there is consistency in our actions and clarity of vision as we move to integrating English Language Arts and Social Science with an emphasis on non-fiction text, as these are identified areas of need and central to the upcoming Common Core (PARCC) assessments. In order to prepare students to be more effective, strategic mathematical thinkers, Bateman has incorporated a more rigorous Common Core aligned math curriculum at all grade level. Two new Common Core aligned series are used to guide instruction : Go-Math (K-5) and Connected Math (6-8). Current data reports 46% of the general education students meet State standards and 7% exceed on those standards as measured on the ISAT, while 12% of the diverse learners meet State standards as measured on the ISAT. A key component in improving math CCSS aligned outcomes will be daily targeted practice based on individual student achievement data (MAP data), including problem solving as a regular part of instruction, developing mathematical discourse & constructing viable arguments and critiquing the reasoning of others.

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 texts, materials and programs are based on scientific research.
- Materials are purchased by consensus with a focus on best addressing the needs of our minority, linguistically diverse and lower achieving students.
- We have designed our schedule to provide additional minutes to the instructional day.
- We have also embedded classroom interventions, small group block times weekly.

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).

The reform model strategies are grounded in current research where data reports significant improvements for ALL students, as measured in Standardized assessments. Teacher teams collaborate in continual data cycles in order to determine and to deliver evidence-based strategies to all students, and to progress monitor using common student work at least on a bi-weekly basis.

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

- All persons seeking employment at our school are interviewed in a multi-step process and by a team. Haberman's model is used to inform some of the questions. All teachers hired will have the appropriate credentials for their position, and special consideration will be given to teachers who have Bilingual Spanish approvals and ESL endorsements. Teaching credentials/endorsement qualifications are also reviewed by District 299, for compliance and alignment for proper teacher relevancy (teaching assignment).

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.

Job embedded professional development is geared to support English Language Arts - To further develop and implement the Bateman framework for school improvement by utilizing outcomes and assessments grounded in the Common Core Standards. Forging horizontal and vertical Common Core curricular alignment, integrating ELA and Social Science with an emphasis on non-fiction text, implementing balanced-literacy, including research based instructional strategies that have been proven to move students to expected outcomes. Job-embedded professional development also supports Math instruction geared to increase student demonstration of understanding, application, analysis, and creation in math performance tasks, products, and assessment as outlined in the Common Core Standards. Professional development supports teachers in their delivery of Common Core aligned math instruction, with an emphasis on the standards of math practices, which rest on important mathematical processes and proficiencies.

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

The PTA, NCLB and PAC provide numerous opportunities (workshops, etc.) to increase an educational and communicative connection to our school. Parents are provided with opportunities to attend educationally orientated field trips. Bateman School supports the ongoing development of our parents through workshops and events. In addition, school sponsored 'Investigation Days' provide opportunities for parents and members of the community to engage with students and teachers in classrooms during the day to better understand ELA, MATH and Science instruction and to better understand what is expected of all students by the Common Core State Standards.

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.

Orientation sessions are hosted for our incoming Pre-K and Kindergarten families. The content of these sessions include: curriculum requirements, registration, academic support strategies and readiness items, as well as summer support referrals and materials.

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 plan curricular units that are grounded in the CCSS and that rely on current and relevant literature, informational text and other quality instructional materials
Teachers teach curricular units that promote student inquiry and differentiate instruction to meet student learning needs while addressing key state standards
Grade Level and Content Teams progress monitor by assigning or administering common assignments, assessments, projects or other student work
Protocols are used during regularly scheduled team meetings to share, score, discuss and analyze student work. In addition, the PPLC works closely with the school administration through bi-weekly morning meetings.

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.

Analysis of historical student data through the lens of the Bateman learning outcomes to identify areas of focus
Grade Level or Content Teams determine learning objectives and skills to progress monitor
Grade Level or Content Teams plan units, determining common assignments, assessments, projects and rubrics that target the learning needs and address key CCSS
Teachers plan curricular units that are grounded in the CCSS and that rely on current and relevant literature, informational text and other quality instructional materials
Teachers teach curricular units that promote student inquiry and differentiate instruction to meet student learning needs while addressing key state standards
Grade Level and Content Teams progress monitor by assigning or administering common assignments, assessments, projects or other student work
Protocols are used during regularly scheduled team meetings to share, score, discuss and analyze student work
Professional development supports curriculum development and instruction by addressing needs that arise from teacher team meetings

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.

Bateman school supports the coordination of services to address student health and social and emotional needs; a tiered approach to health and wellness. City agencies, non-profit and district resources are aligned to support students and families for all levels of need. In addition, in order to strive to meet the current social and emotional needs of All Students, Bateman school will fully implement the PE and health requirements (January 23, 2014) of the Chicago Public Schools.

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.

Monthly PAC/NCLB meetings will be scheduled to inform and elicit review and input regarding parental involvement. Input is offered from Bateman PTA, PAC, Bateman Boosters and BAC members during each yearly review of school improvement.

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

The annual NCLB /Title I/PAC parent meeting is being held on Friday, Sept. 28, 2018 at 8:30 a.m. The PAC meetings are offered monthly at convenient morning times. This schedule is determined by members of the PAC and all meetings begin at 8:30 a.m. The meeting dates are as follows: 9/28/18, 10/26/18, 11/30/18, 12/21/18, 1/25/18, 2/22/18, 3/29/18, 4/26/18, 5/31/18. The meetings are promoted monthly via social media, flyers sent home with students, phone communications between PAC officers, school community representative outreach, and via our school website. Language translation is provided (Spanish). The annual presentation and review of both discretionary fund categories is made at the initial session. This information is available for parental/public review

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.

PAC, as well as PTA, BAC, Boosters and LSC meetings are an open format (usually held on a monthly basis) for parents to offer input, commentary, and suggestions

on either parental issues or problem-solving recommendations. Any information, that is forwarded to school administration, is addressed with parents in a timely manner.

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

Parents are informed on all state related assessments (NWEA, ACCESS, BAS, etc.) as a matter of district policy and format. Student performance reports are distributed at: Open House, Report Card pick-up days, or as requested by individual parents and/or upon receipt of parent orientation materials provided by Bateman School from ISBE and/or the Chicago Public Schools.

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.

Each February, parents receive a written notification if their child is taught by a teacher who does not meet the NCLB qualifications for their teaching assignment. Parents may request teacher credential information via "Right-to-Ask" letter. If applicable, letters to parents of teachers not meeting NCLB qualifications for their assignment are distributed via United States Postal Service each April.

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.

The CPS parent and student portal is available so that parents and students can review, at will, where their child/student stands academically. Special parent portal recruitment efforts are made at our Supply Drop-Off event, Open house, and at Report Card Pick-Up. All parents are encouraged and invited to communicate with their child's teacher regularly and parent conferences are arranged as needed during a mutually agreed upon time. CCSS-themed trainings are also part of the Title I parent-involvement plan.

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.

A parent room is available to all parents and holds necessary materials, work space, and resources (including technology) to assist and support parents. The NCLB/Title I/ PAC has complete autonomy to design and direct the use of all PAC assigned funds on a yearly basis. In addition, they approve speakers, educational oriented field trips, technology training, etc. Computer/technology support and use is made available in our parent room on a regular basis.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the

education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Teachers and school staff are educated on how to collaborate with parents on an ongoing basis throughout the school year. (e.g., prior to Report Card pickup dates, prior to our annual Open House Day, Investigation Days). Teachers are encouraged to utilize technology tools as communication venues for their parents and students. Formal and informal avenues of communication have been and are used by teachers and other staff in order to facilitate partnerships between our school and our parents. Parents are informed that appointments may be made to discuss their child's progress. Ongoing and updated media communication occurs weekly via the Bateman website and other social media outlets.

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.

Our Pre-K and Kindergarten staff are involved in planning and scheduling periodic parental information sessions, ongoing parent classroom volunteer opportunities, and grade level activities as a way to share academic grade level curriculum, strategies, and assessment information.

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.

Bateman distributes all school-related program information for both students and parents (with corresponding dates) via the school website, other social media avenues, and through paper flyers. The dissemination of information will continue to be relayed in both of our major home languages - English and Spanish. Our school website also has the capacity to translate information into numerous languages. Students' agendas and student/parent handbooks are also provided in both English and Spanish.

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.)

Bateman School, in collaboration with all stakeholders, provides each student with a quality education in a safe, healthy, and supportive environment where students become critical thinkers, and prepared for success in our global society. We embrace multiculturalism, social responsibility, and personal accountability with the goal of all students, including our Diverse Learners and English Language Learners, achieving college and career readiness. We foster norms of highly successful and socially motivated individuals in a community that promotes collaboration and leadership of all who engage in the Bateman school community.

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.

Two mandated parent-teacher conferences are held in the end of quarter 1 and 3, to inform parents and guardians of student academic performance; furthermore, parentteacher conferences are held continuously throughout the school year based upon needs. These conference are conducted to address students? social, emotional, and academic needs.

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

Parents are informed of their student?s progress eight times each year. Parents receive reports on their children?s progress four times a year, via Progress Reports, in the middle of each quarter. Parents receive four report cards each school year at the end of each quarter.

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

In the beginning of the school year, each teacher provides parents with phone numbers and/or e-mail addresses as well as logistics on how to best communicate and collaborate with the teacher. This information is also provided electronically on the school website. Parents are welcome to contact school teachers and staff to schedule an appointment to meet before school, after school, or during their prep time.

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

Parents are welcome to join the parent volunteer group at the beginning and throughout the school year. We offer training and guidance to all parents to sign up on the CPS FACE website (Office of Family and Community Engagement). Parent assignments are given according to school needs (e.g., in the classroom, field trips, school activities,

parent committees). Parents who are interested may contact the main office or the officers of the parent committees. There are set protocols and rules that parents must follow to ensure they contribute to our climate of maximizing learning time for students

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

All students are provided with a school agenda book as one way to facilitate communication between the parent, child, and teacher. Parents are encouraged to use this tool to monitor their student's homework, etc. In addition, all parents have access to the CPS parent portal where they have the opportunity to monitor attendance, and grades and receive information on a daily basis on the progress and attendance of their student. The Bateman website also has the cps email of all Bateman teachers, providing parents with, yet another way, to reach out to teachers with any attendance or academic inquiries.

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 school has many active parent groups (LSC, PTA, NCLB, BAC, Boosters) who provide input and guidance to decisions made that support the education of 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).

Teachers and students set measurable academic and SEL goals at the beginning of the school year and together, review progress towards these goals at least quarterly.

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.

*To increase parental involvement, capacity, and provide educational activities to ensure that parents are supported in their partnership between home and school. Activities occur on a monthly basis September through June of each school year. Training topics include: CCSS, Standardized Assessments (MAP/NWEA, etc.), parenting workshops, SEL awareness, embrace cultural diversity, health and fitness, etc.

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.	\$4241.00
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)	\$10.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00