Jean Baptiste Beaubien Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
MIchelle Ludford	Principal	mhludford@cps.edu	Has access
Kim Sineni	ILT Lead	ktsineni@cps.edu	Has access
Deborah Solka	7/8 Lead Teacher	dlsolka@cps.edu	Has access
Sandra Olson	5/6 Lead Teacher	scrice@cps.edu	Has access
Tammy Lymperopolous	3rd Lead Teacher	tmlymperopou@cps.edu	Has access
Maureen Bryers	K-Lead Teacher	mabryers@cps.edu	Has access
Kimberly Beschorner	Case Manager	kabeschorner@cps.edu	Has access
Mary Beth Steigerwald	MTSS Coordinator	msteigerwal@cps.edu	Has access
Hope Blegen	2nd Lead Teacher	hrblegen@cps.edu	Has access
Anastasia Nikolopoulos	1st Lead Teacher	acnikolopoulos@cps.edu	Has access
Erica Loftus	4th Lead Teacer	emloftus@cps.edu	Has access
Alma Ocampo-Nunez	ESL Lead Teacher	alocampo@cps.edu	Has access
Nicholas Kotis	Assistant Principal	nckotis@cps.edu	Has access
Jenny Conlon	Parent	dots731@gmail.com	No Access

Team Meetings

Date	Participants	Topic
01/21/2020	ILT	Log In. establish team and review SEF
01/28/2020	ILT	Review SEF
02/04/2020	ILT	Review SEF questionnaire

Date	Participants	Topic
02/18/2020	ILT	Discuss outcomes of SEF questionnaire
03/03/2020	ILT	Discussion of goals and goal setting
03/24/2020	ILT-Virtual	Framework Priorities
04/07/2020	ILT-Virtual	Strategies and Theory of Action
04/21/2020	ILT-Virtual	Theory of Action and Action Steps
05/05/2020	ILT-Virtual	Completion of ILT

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
    - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.
- 4 - Structure for Continuous Improvement
    - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- o 4 Design professional learning (PL) to achieve school-wide improvement goals
- o 4 Design and implement school day schedules that are responsive to student needs
- o 4 Align the budget to the CIWP priorities and the mission of the school
- o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.
- 3 - Balanced Assessment and Grading

- o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 3 Utilize assessments that measure the development of academic language for English learners
- o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 3 Improve and promote assessment literacy
- o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.
- • 4 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 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)
  - o 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)
  - o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)

- o 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)
- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 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)
- o 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)
- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 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)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 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)
- o 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)
- o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.
- 4 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)

- o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- o 4 READINESS ? Ensure equitable access to college preparatory curriculum
- o 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
- o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.

- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Evidence was collected through staff survey and ILT meetings with key stakeholders.

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	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
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	3
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
NWEA Growth Reading Grades 3-8	NWEA Growth Reading for DL students	Students making sufficient annual progress on ACCESS

[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
SQRP: National School Growth Percentile - Reading (Grades 3-8) Although our attainment is high, we realize the importance of continuous upward growth across the school especially for our diverse learners. We want to focus on this growth goal so it correlates with our attainment.	Overall		75.00	80.00
	Students with IEPs		50.00	55.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS We want to make this a priority area so staff across grade bands and disciplines are focused on EL's growth.	Overall		50.00	55.00
Vision: Attendance Rate We want to continue to emphasize the importance of consistent, punctual attendance each day.	Overall		95.00	96.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We will continue to strive to achieve a designation of Well-Organized in all areas of the 5 Essentials Survey.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	develop and deliver lessons that incorporate tasks from Levels 3 and 4 of the Depth of Knowledge in reading more frequently
Then we see...	students completing rigorous tasks that are challenging and complex
which leads to...	75% of students meeting reading growth targets for 2020-2021 and 80% in 2021-2022.
Budget Description	Funding: Local (115); Title I (332); Title II (353); External Grants/Foundation/In-kind (124) Categories: Teacher position; ESP position; Substitute teacher (PD, programming, etc.); Ext. Day - Buckets; Supplies; Equipment; Materials (instr. and software); Textbooks; Professional Development Consultants/vendors; Conferences and associated expenses; Other
Tags	Instruction, MTSS, 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: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	(Not started) Establish partnerships between teachers to provide a collaborative and trusting network of support. Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Develop differentiated professional development for staff in reading instruction (Depth of Knowledge, Hess Rigor Matrix). Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) The PPLC will administer a Google Form to determine the needs of staff around reading instruction. Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Continue to support teachers in their understanding of NWEA data and its usefulness for daily instruction.

Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) Provide opportunities for teachers to observe peers, give feedback and build teacher capacity.

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

- (Not started) Ensure common planning time for grade level teams and support personnel.

  Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) English Language Learner and Diverse Learner staff meets with grade level teams at the start of the year and quarterly to support EL and DL instruction.

  Tags:Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Instructional Quality, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) NWEA data is examined quarterly to ensure differentiated instruction is aligned with the NWEA learning continuum.

  Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) MTSS Reading Coordinator meets with grade level teams on a monthly to support Tier II and Tier III students.

  Tags:MTSS, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Fund a MTSS Reading Interventionist to facilitate Tier II and Tier III students in ELA. Teachers will use the current referral process to identify students for inclusion.

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

- (Not started) Continue to use a school wide Google Sheet file to track all students in Tier II and Tier III for MTSS consideration and participation.

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

Strategy 2

If we do...	provide a standards-based curriculum aligned to the NWEA Learning Continuum
Then we see...	all students actively engaged through personalized, differentiated tasks
which leads to...	increased reading growth overall to 75% on NWEA metrics.
Budget Description	Funding: Local (115); Title I (332); Title II (353); External Grants/Foundation/In-kind(124) Categories: Teacher position; ESP position; Substitute teacher (PD, programming, etc.); Ext. Day - Buckets; Supplies; Equipment; Materials (instr. and software); Textbooks; Professional Development Consultants/vendors; Conferences and associated expenses; Other
Tags	Curriculum, 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 #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation
Action steps	(Not started) Professional development focused on reading instruction for K-8 staff (DOK, Hess). Tags:Curriculum, Literacy: Shift 4-21st Century Professional Learning, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Allocate funds to support the K-8 reading curriculum. Tags:Curriculum, Equity: Resource Equity, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 3-Increase Access to Culturally Responsive Resources (Not started) Continue to fund after school tutoring and Homework Club for teacher-identified students in need of additional support including DL, EL and general education students. Tags:MTSS, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps (Not started) Examine NWEA results (MOY and EOY) using the Instructional Insights Report Analysis.

	Tags:Arts Education: Authentic Arts Integration, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps • (Not started) Increase inclusive practices for DL and EL populations through scheduling and integration into the general education setting. Tags:Curriculum, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Establish school wide norms for grading practices, categories, etc. in Gradebook/Aspen. Tags:Balanced Assessment and Grading • (Not started) Continue to support vertical content committees to ensure an aligned curriculum and provide supports to colleagues. Tags:Curriculum • (Not started) Conduct team conversations on student tasks (DOK, Hess) to create a clear definition of rigor, cognitive demand, equity of voice, growth mindset and critical thinking. Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Through the use of the "How To Do My Best In __ Grade" templates, students will have a visual reference outlining strategies, equity of voice and supports available to support the learning environment. Tags:OSEL: Supportive School Environment

Strategy 3

If we do...	support students in acquiring the skills necessary to recognize and manage their emotions
Then we see...	students demonstrate concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations
which leads to...	decreased behavioral referrals, detentions, and suspensions by 2% as show in ASPEN.
Budget Description	Funding: Local (115); Title I (332); Title II (353); External Grants/Foundation/In-kind(124) Categories: Teacher position; ESP position; Substitute teacher (PD, programming, etc.); Ext. Day - Buckets; Supplies; Equipment; Materials (instr. and software); Textbooks; Professional Development Consultants/vendors; Conferences and associated expenses; Other

Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) Continue to assess SEL concerns through a needs assessment at the start of each school year. Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Continue to provide professional development on restorative practices for all grade levels. Tags:OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions • (Not started) Continue to update professional development and monitor implementation of various programs including OLWEUS, Second Step and Calm Classroom. Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Create and implement a kindness recognition program. Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Review Tier II and Tier III referral and exit procedures for SEL MTSS. Tags:MTSS, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions • (Not started) Culture & Climate Committee as well as Behavioral Health Team (BHT) continue to meet regularly and address school wide needs to support the whole child. Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Take advantage of district level trainings focused on restorative practices by sending members of the Culture & Climate Team, MTSS Team, and BHT Team. Tags:OSEL: SEL Instruction

	• (Not started) Increase parental involvement in partnerships, increase percentage of parents on Parent Portal, and leverage school/community events. Tags:FACE2: Parent Engagement • (Not started) Continue to allow students who need a break from the learning environment, due to social emotional learning needs, to have a designated safe and calm place/person. Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Provide ongoing professional development for staff on how to deal with and react to students? behavior concerns. Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

Action Plan

Strategy 1

Establish partnerships between teachers to provide a collaborative and trusting network of support.

Aug 27, 2020 to Jun 22, 2022 - Administration, teachers

Develop differentiated professional development for staff in reading instruction (Depth of Knowledge, Hess Rigor Matrix).

Aug 03, 2020 to Jun 22, 2022 - Administration, teachers

The PPLC will administer a Google Form to determine the needs of staff around reading instruction.

Aug 03, 2020 to Jun 22, 2022 - PPLC, administration, teachers, staff

Continue to support teachers in their understanding of NWEA data and its usefulness for daily instruction.

Aug 03, 2020 to Jun 22, 2022 - Administration, teachers, staff

Provide opportunities for teachers to observe peers, give feedback and build teacher capacity.

Aug 03, 2020 to Jun 22, 2022 - Administration, teachers

Ensure common planning time for grade level teams and support personnel.

Aug 03, 2020 to Jun 22, 2022 - Scheduler

English Language Learner and Diverse Learner staff meets with grade level teams at the start of the year and quarterly to support EL and DL instruction.

Jun 22, 2020 to Jun 22, 2022 - EL staff, DL staff, teachers, staff

NWEA data is examined quarterly to ensure differentiated instruction is aligned with the NWEA learning continuum.

Jun 01, 2020 to Jun 22, 2022 - ILT, administration, teachers

MTSS Reading Coordinator meets with grade level teams on a monthly to support Tier II and Tier III students.

Jun 02, 2020 to Jun 22, 2022 - MTSS Coordinator, teachers

Fund a MTSS Reading Interventionist to facilitate Tier II and Tier III students in ELA. Teachers will use the current referral process to identify students for inclusion.

Jun 01, 2020 to Jun 22, 2022 - Administration, teachers

Continue to use a school wide Google Sheet file to track all students in Tier II and Tier III for MTSS consideration and participation.

Jun 01, 2020 to Jun 22, 2022 - MTSS Interventionist, teachers

Strategy 2

Professional development focused on reading instruction for K-8 staff (DOK, Hess).

Jun 01, 2020 to Jun 22, 2022 - Administration, PPLC, Staff, ILT, ISL and outside providers.

Allocate funds to support the K-8 reading curriculum.

Jun 01, 2020 to Jun 22, 2022 - Administration

Continue to fund after school tutoring and Homework Club for teacher-identified students in need of additional support including DL, EL and general education students.

Jun 01, 2020 to Jun 22, 2022 - Administration, Staff to implement.

Examine NWEA results (MOY and EOY) using the Instructional Insights Report Analysis.

Jun 01, 2020 to Jun 22, 2022 - Administration, teachers with Network 1 support.

Increase inclusive practices for DL and EL populations through scheduling and integration into the general education setting.

Jun 01, 2020 to Jun 30, 2022 - Administration, DL and EL leads and school scheduler.

Establish school wide norms for grading practices, categories, etc. in Gradebook/Aspen.

Jun 01, 2020 to Jun 30, 2022 - Administrations, PPLC, teachers.

Continue to support vertical content committees to ensure an aligned curriculum and provide supports to colleagues.

Jun 01, 2020 to Jun 30, 2022 - Administrations, ILT and teachers

Conduct team conversations on student tasks (DOK, Hess) to create a clear definition of rigor, cognitive demand, equity of voice, growth mindset and critical thinking.

Jun 30, 2022 to Jun 30, 2022 - Administrations, ILT, and teachers.

Through the use of the "How To Do My Best In __ Grade" templates, students will have a visual reference outlining strategies, equity of voice and supports available to support the learning environment.

Jun 01, 2020 to Jun 30, 2022 - Administrations, ILT and teachers.

Strategy 3

Continue to assess SEL concerns through a needs assessment at the start of each school year.

Jun 01, 2020 to Jun 30, 2022 - Culture & Climate Team

Continue to provide professional development on restorative practices for all grade levels.

Jun 01, 2020 to Jun 30, 2022 - Culture & Climate Team, Administration

Continue to update professional development and monitor implementation of various programs including OLWEUS, Second Step and Calm Classroom.

Jun 01, 2020 to Jun 30, 2022 - Culture & Climate Team, Administration

Create and implement a kindness recognition program.

Jun 01, 2020 to Jun 30, 2022 - Administration, staff

Review Tier II and Tier III referral and exit procedures for SEL MTSS.

Jun 01, 2020 to Jun 30, 2022 - MTSS, BHT Team

Culture & Climate Committee as well as Behavioral Health Team (BHT) continue to meet regularly and address school wide needs to support the whole child.

Jun 01, 2020 to Jun 30, 2022 - Culture & Climate Team, BHT Team, Administration

Take advantage of district level trainings focused on restorative practices by sending members of the Culture & Climate Team, MTSS Team, and BHT Team.

Jun 01, 2020 to Jun 30, 2022 - Culture & Climate Team, BHT Team, MTSS Team

Increase parental involvement in partnerships, increase percentage of parents on Parent Portal, and leverage school/community events.

Jun 01, 2020 to Jun 30, 2022 - Administration, staff, parents

Continue to allow students who need a break from the learning environment, due to social emotional learning needs, to have a designated safe and calm place/person.

Jun 01, 2020 to Jun 30, 2022 - Administration, DL team and teachers.

Provide ongoing professional development for staff on how to deal with and react to students? behavior concerns.

Jun 01, 2020 to Jun 30, 2022 - Administration, BHT, staff

Fund Compliance

ESSA Program

[ ]

ESSA Schoolwide Program

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

[X]

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.
(Blank)
Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

(Blank)
Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations. (Blank)
Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods). (Blank)
Please describe the strategies used at your school to attract high-quality, highly-qualified teachers. (Blank)
High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards. (Blank)
Strategies to increase parent involvement, such as family literacy services. (Blank)
Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings. (Blank)
Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program. (Blank)
Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (Blank)
Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing

programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

N/A

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

N/A

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

N/A

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

N/A

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

N/A

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

N/A

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

N/A

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

N/A

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

N/A

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

N/A

Policy Implementation Activities

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

[X] In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.
[X] The school will coordinate the parent and family engagement programs identified in the CIWP.
[X] The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) N/A We are not a Title 1 school
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled. N/A We are not a Title 1 school
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. N/A We are not a Title 1 school
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. N/A We are not a Title 1 school
The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities. N/A We are not a Title 1 school
The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion). N/A We are not a Title 1 school

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school. N/A We are not a Title 1 school		

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation). N/A We are not a Title 1 school		

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals. N/A We are not a Title 1 school	

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

Account(s)

Description

Allocation

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.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00

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