

Norman A Bridge Elementary School

2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/23/2020	Teachers/Admin	SEF Ratings

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

- 2 - Leadership for Continuous Improvement
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 1 - Structure for Continuous Improvement
 - 1 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 1 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 1 Design professional learning (PL) to achieve school-wide improvement goals
 - 2 Design and implement school day schedules that are responsive to student needs
 - 2 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
 - 1 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 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:**
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 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
 - 2 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:**
- 2 - 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
 - 2 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
 - 2 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 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:**
- 1 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 1 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 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)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 2 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)
 - 2 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)
 - 2 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)
 - 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 1 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)
- 1 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)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)
- 2 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:**
- 2 - Transitions, College & Career Access, & Persistence
 - 2 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
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics

- 2 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)
- 2 Exercise student voice (REQUIRED: OSEL)
- 2 Authentically interact with community and civic leaders
- 2 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 1 Experience a schoolwide civics culture
- **Evidence:**
- 2 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 1 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 1 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:**
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 2 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
1	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Distributive Leadership Teams implemented throughout the school
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Root Cause 1	Lack of relational trust between administration and teachers
Area of Critical Need 2	Develop scope and sequence and unit plans
Root Cause 2	Lack of expectations, resources and coaching on how to develop a scope and sequence
Area of Critical Need 3	School-wide approach to restorative practices
Root Cause 3	Staff has not been trained on restorative practices

[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 (Reading) An improvement in Tier 1 instruction through the development of scope and sequence and unit plans will lead to an increase in student growth.	Overall		72.50	75.00
	EL		68.00	70.00
Vision: NWEA Growth G3-8 (Math) An improvement in Tier 1 instruction through the development of scope and sequence and unit plans will lead to an increase in student growth.	Overall		60.00	65.00
	EL		50.00	55.00
Vision: Attendance Rate A better approach to restorative practices and an inclusion of proper leadership teams will lead to a better school culture and an increase in attendance	Overall		95.00	96.00
	Students with IEPs		92.50	94.00
(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 With a change in leadership relational trust should improve both ways (teacher-principal and principal-teacher) Over the following year, better explanation of the survey along with new programs and culture building should also increase the score.				4.00	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...	Implement a research-based comprehensive literacy program K-4 and provide professional learning for scope & sequence and unit plan development K-8 that aligns reading instruction school-wide
Then we see...	we will see a more balanced foundation of reading skills taught which includes explicit phonics instruction, small and flexible reading groups, and best practices in reading fluency and comprehension strategies and better use of data to guide instruction and an increase in teachers progress monitoring with fidelity
which leads to...	85% of our K-1 students meeting grade level benchmarks in TRC, and 75% of 2-8 students meeting or exceeding their NWEA growth goal
Budget Description	Collaborative Classroom, IXL, Flocabulary
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction
Action steps	<ul style="list-style-type: none"> • (Not started) Purchase Collaborative Classroom curriculum and school-wide IXL and Flocabulary subscriptions Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Provide ongoing professional development on Collaborative Classroom for K-4 literacy teachers Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Provide ongoing professional development on scope & sequence, unit plan writing for 5th-8th grade literacy teachers Tags:Curriculum • (Not started) Designate frequent collaboration time for literacy teams to meet and discuss progress on scope & sequence and unit plan writing Tags:Curriculum, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Examine all data sets to identify achievement gaps for all students and develop interventions, remediation and enrichment opportunities to target individual student growth Tags:Curriculum, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

Strategy 2

If we do...	Implement math curriculum (Eureka) with fidelity in grade Pre-K- 5 and CMP in grades 6-8 and provide professional learning for these programs
Then we see...	an increase in time spent in differentiated, targeted math group instruction and alignment between primary/intermediate math and middle school math
which leads to...	65% of our overall student population meeting or exceeding their NWEA growth goal, specifically 55% our EL students would reach their growth goal by 2022.
Budget Description	Eureka Math, IXL, CMP3, Flocabulary
Tags	Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Purchase middle school CMP3 curriculum and school-wide IXL and Flocabulary subscription Tags:Math: Rigorous Tasks, Math: Curriculum • (Not started) Provide ongoing professional development for K-8 math teachers on their respective curriculum (Eureka and CMP3) Tags:Math: Curriculum • (Not started) Provide collaboration time between primary, intermediate, and middle school math teachers to map out the transition between campuses and curriculum shift (from Eureka K-5 to CMP3 6-8) Tags:Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access • (Not started) Examine all data sets to identify achievement gaps for all students and develop interventions, remediation and enrichment opportunities to target individual student growth Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access

Strategy 3

If we do...	implement community-building systems and structures (middle school house system, school-wide expectations, student incentives)
Then we see...	an increase in motivation, accountability, and positive relationships between and among students and staff

which leads to...	a positive school culture and climate centered on common language around expectations, student voice, and restorative practices and overall student attendance rate of 96% and students with IEPs to 94%
Budget Description	SEL Committee, Substitute teacher (PD, programming, etc.)Ext. Day - Buckets, Supplies
Tags	OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Create a school-wide expectations system to develop common language throughout the school and at both campuses Tags:Equity: Fair Policie sand Systems, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Develop and implement a middle school advisory (social-emotional skill building) program that focuses on: executive functioning training and skills, equity, diversity, and inclusion, and restorative mindsets Tags:OSEL: SEL Instruction • (Not started) Work with student focus groups to identify areas of strength and areas for improvement on new initiatives (SWE, middle school house system, student incentives) Tags: • (Not started) Acquire new and strengthen existing school-community partnerships to aid in development of programs and SEL initiatives Tags:

Strategy 4

If we do...	build content area teams and SEL, MTSS, BHT, DL committees and provide time to meet on a consistent basis
Then we see...	representation of teacher voice and delegation of leadership roles and increased collaboration
which leads to...	increased relational trust and an improvement to an overall score of 5 in the My School, My Voice 5 Essentials Survey
Budget Description	Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Professional Development Consultants/vendors
Tags	Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Survey staff for interest in joining distributive leadership teams such as ILT, SEL, MTSS, BHT <p>Tags:Leadership for Continuous Improvement, Relational Trust, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Hold regular bi-weekly or monthly meetings for collaboration purposes and drive school initiatives <p>Tags:Leadership for Continuous Improvement, Relational Trust, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Provide platforms to empower teacher/staff leaders to act as liaisons between their committees and grade level teams to disseminate information and gather feedback <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Acquire new and strengthen existing school-community partnerships to aid in development of teacher leaders <p>Tags:</p>
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Strategy 5

<p>If we do...</p>	<p>Incorporate a restorative justice approach to discipline school-wide</p>
<p>Then we see...</p>	<p>teachers, staff, and students with a better understanding of restorative practices and restorative justice and building and maintaining relationships that are crucial to learning</p>
<p>which leads to...</p>	<p>An overall decrease in student infractions, with SCC violations moving toward more classroom managed behaviors as opposed to admin managed behaviors and an increase in restorative response to student infractions by 20%</p>
<p>Budget Description</p>	<p>Substitute teacher (PD, programming, etc.), Materials (instr. and software), Professional Development Consultants/vendors Conferences and associated expenses</p>
<p>Tags</p>	<p>Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Provide ongoing professional development to staff on restorative practices (logical consequences, talking circles, peace circles) <p>Tags:Physical and Emotional Safety, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL:</p>

	<p>Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Safety & Security</p> <ul style="list-style-type: none"> • (Not started) Survey students to gather information regarding climate and culture and areas of ongoing improvement <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Establish systems and structures for escalated restorative approaches to assist teachers and staff <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Ensure that there is structured time during the school day to implement restorative practices in the classroom <p>Tags:</p>
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Action Plan

Strategy 1

Provide ongoing professional development on Collaborative Classroom for K-4 literacy teachers

May 01, 2020 to Aug 31, 2020 - Administration, literacy content area teachers

Provide ongoing professional development on scope & sequence, unit plan writing for 5th-8th grade literacy teachers

May 01, 2020 to Aug 31, 2020 - Administration, literacy content area teachers

Designate frequent collaboration time for literacy teams to meet and discuss progress on scope & sequence and unit plan writing

Jun 01, 2020 to Apr 30, 2021 - Administration, literacy content area teachers

Purchase Collaborative Classroom curriculum and school-wide IXL and Flocabulary subscriptions

May 01, 2020 to Jul 31, 2020 - Administration

Examine all data sets to identify achievement gaps for all students and develop interventions, remediation and enrichment opportunities to target individual student growth

Oct 01, 2020 to May 31, 2021 - Administration, ILT, literacy content area teachers

Strategy 2

Purchase middle school CMP3 curriculum and school-wide IXL and Flocabulary subscription

May 01, 2020 to Jul 31, 2020 - Administration

Provide collaboration time between primary, intermediate, and middle school math teachers to map out the transition between campuses and curriculum shift (from Eureka K-5 to CMP3 6-8)

Aug 01, 2020 to Apr 30, 2021 - Administration, ILT, math content area teachers

Examine all data sets to identify achievement gaps for all students and develop interventions, remediation and enrichment opportunities to target individual student growth

Oct 01, 2020 to May 31, 2021 - Administration, ILT, math content area teachers

Provide ongoing professional development for K-8 math teachers on their respective curriculum (Eureka and CMP3)

Aug 01, 2020 to Apr 30, 2021 -

Strategy 3

Create a school-wide expectations system to develop common language throughout the school and at both campuses

May 01, 2020 to Aug 31, 2020 - Administration, SEL, ILT

Develop and implement a middle school advisory (social-emotional skill building) program that focuses on: executive functioning training and skills, equity, diversity, and inclusion, and restorative mindsets

Jun 01, 2020 to Jan 31, 2021 - Administration, SEL, ILT, MTSS, middle school teachers, school counselor, school social workers

Work with student focus groups to identify areas of strength and areas for improvement on new initiatives (SWE, middle school house system, student incentives)

May 01, 2021 to Aug 31, 2021 - Administration, SEL, ILT, MTSS, RSPs

Acquire new and strengthen existing school-community partnerships to aid in development of programs and SEL initiatives

Sep 01, 2020 to May 31, 2022 - Administration, SEL, ILT, MTSS, RSPs

Strategy 4

Survey staff for interest in joining distributive leadership teams such as ILT, SEL, MTSS, BHT

Mar 01, 2020 to May 31, 2020 - Administration

Hold regular bi-weekly or monthly meetings for collaboration purposes and drive school initiatives

Mar 01, 2020 to May 31, 2021 - Administration, ILT, SEL, MTSS, BHT

Provide platforms to empower teacher/staff leaders to act as liaisons between their committees and grade level teams to disseminate information and gather feedback

Sep 01, 2020 to May 31, 2022 - Administration

Acquire new and strengthen existing school-community partnerships to aid in development of teacher leaders

Sep 01, 2020 to May 31, 2022 - Administration, ILT

Strategy 5

Provide ongoing professional development to staff on restorative practices (logical consequences, talking circles, peace circles)

Aug 01, 2020 to Apr 30, 2021 - Administration, ILT, SEL, MTSS

Survey students to gather information regarding climate and culture and areas of ongoing improvement

Sep 01, 2020 to May 31, 2022 - Administration, ILT, SEL

Ensure that there is structured time during the school day to implement restorative practices in the classroom

Aug 01, 2020 to May 31, 2022 - Administration, SEL

Establish systems and structures for escalated restorative approaches to assist teachers and staff

Aug 01, 2020 to Dec 31, 2020 - Administration, ILT, SEL

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

We will create a needs assessment that will specify how Title I funds will be used. Through the needs assessment, we will consult with stakeholders, including parents, school staff, instructional leadership teams, and others in the community, and analyze student achievement data to understand students' need and their root causes. We will survey stakeholders, as well as review school data to identify student needs particularly the needs of the lowest-achieving students.

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

School wide strategies will address the needs of all students specifically those of low achieving or high risk of not meeting district wide assessment benchmarks or making adequate progress. The MTSS committee will work to provide a framework for teachers to use to provide targeted support for those struggling students. This includes behavior and social emotional needs. We will provide teachers with a school-wide approach to tiered student support and progress monitor at risk students with fidelity.

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.

Students are properly screened for the need of Bilingual services and annually assessed using ACCESS. All students in the TBE or TPI programs will be taught using a research based curriculum with proper modifications and accommodations in place to meet their language development needs. All teachers servicing this student population will also hold the required certification to work with English learners. ELPT will monitor progress quarter grading as well as district wide assessment data to support students and teachers with providing proper supports and services.

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 Office of Language and Cultural Education offers the use of funding to offer after school academic support for English learners provided by bilingual certificate educators. Teachers use available ACCESS data to target specific students that may need additional support. We also use Out-Of School Time as an outside partner that provides funding for the implementation of academic and enrichment activities after school for high-risk students. This allows teachers to invite at-risk or students in need of academic support to participate in after-school reading and math remediation programs. We are also able to provide a variety of enrichment activities like dance, art, music, drama, coding, yoga, zumba, and sports club.

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

In addition to attending career fairs, the online candidate application process, individual contacts, we will form and maintain university partnerships with local colleges and universities to host and retain highly quality student teachers. All teachers hired will be highly qualified for the position and teaching assignment given.

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.

We will provide teachers with quality professional development designed to improve the areas identified by the needs assessment. Teachers will participate in professional development and will bring back the learning to other staff members by summarizing the learning on a Google Slide to present during principal directed preparation periods. Administration will develop high quality learning cycles to implement throughout the school year for school wide initiatives identified. All professional development must seek to improve teaching and learning and enable all children in the school to meet the state academic content standards.

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

We will create a targeted parental involvement plan that will increase parent involvement in the school. The Bilingual Advisory Committee (BAC) will offer a variety of monthly workshops for parents to learn more about how to support English learners at home. The BAC also provides workshops that explain EL assessments and what the scores mean for their students. The Parent Advisory Council (PAC) is able to provide workshops on topics that meet the needs of the school community such as Mental health of children and adolescents and computer literacy. Through the PAC parents can sign up for ESL adult courses and Computer Tech courses for adults. Through a variety of parent workshops we are able to support targeted groups of students to increase parental involvement throughout the school.

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.

Preschool teachers will lead parent workshops focusing on literacy and math readiness for kindergarten throughout the school year. Parents will also participate in a kindergarten open house to visit and tour the elementary school building. This will allow parents an opportunity to learn about the registration process, schedule and provide them with an overview of the curriculum used in the elementary building.

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 and the administration will collaborate to develop a recommended plan for additional assessments. Teachers will use progress monitoring and district wide assessment data to inform tiered instruction for students.

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.

The MTSS committee will oversee the MTSS process and meet with teachers to support the progress monitoring process and make decisions on when interventions need to be modified or increased in intensity. This will ensure students are provided with effective and timely interventions that meet their learning needs.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

The PAC will provide parents, teachers/staff, and community members with the opportunity to work with school administration in the planning, design, implementation, and evaluation of Title I Programs. The PAC will serve as an advisory group by providing input on amendments and future Title I programs.

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.

At monthly LSC and Title 1 meetings, we will do check-ins for the ESSA and the CIWP.

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

Our projected date for our meeting is September 14th, 2020. We will publicize the meeting over our website, marquee, push notifications, and Bugle to make sure parents know the meeting is taking place.

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

We will host regular monthly meetings for our PAC. Our website will have a PAC section where Parents can submit forms with issues they would like discussed or resolved that will be monitored daily.

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.

We will hand the report out at report card pickup.

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.

At this time we are not employing teachers that would present this situation. Should the situation arise we will make parents aware through a personal letter sent home both with the student and via "snail mail" and email.

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.

Teachers will be involved in educating parents and students at report card pickup. Our ELPT also hosts after school training sessions for parents which allows support for their English skills to better allow them to understand the program and how to support their students with homework.

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.

Our ELPT also hosts after school training sessions for parents which allows support for their English skills to better allow them to understand the program and how to support their students with homework.

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.

We host after school parent training course for helping EL students with their homework. We host different family events after school such as STEM night, International Festival, School Plays, Winter Music

Shows. All of these invite our parents in to become partners in their students learning at school and build them in as equal partners in our learning community.

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

The school is hosting Apollo After School next year. We are also planning to continue our engagement with families and home learning through an investment in our SeeSaw App

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.

We always include newsletters in Spanish and Polish (as well as other languages where necessary) and post all materials on our website in a timely manner. We also have invested in a website that can have content translated into a large variety of languages to ensure all parents can receive our important information.

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.)

We have restocked our materials for our new Math and Science curriculums. We also purchased a brand new Reading/Writing Curriculum for K-4 in order to educate socially conscious global citizens equipped with 21st century critical thinking, communication, and collaboration skills.

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.

We hold one conference night in the first quarter and one conference night in the third quarter.

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

We give out five-week progress reports and quarterly report cards per CPS policy. Parent and Student Portal tutorials and assistance are also available throughout the year and on the website.

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

Parents have access to staff through evening events like International Night, STEAM night, e-mails through the website, Dojo, Remind and teacher conferences. Parents are also always available to set up meetings before or after school with administration present to facilitate if necessary.

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.

We have placed the volunteer process for CPS on our website and posted around the school. We have staff dedicated to helping parents get proper clearance to volunteer around the school for school wide events as well as in the classrooms themselves. Parents are also regularly asked to participate as chaperones on field trips.

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

Parents can support their child's learning by monitoring attendance, homework completion, attending conferences when requested. They can participate in activities and initiatives on the school Facebook page and attend evening events.

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

Parents will have an opportunity to participate in decisions relating to the education of our students during LSC and PAC meetings. Parents also have the opportunity to share feedback during the My School My Voice 5 - Essentials Parent Survey given out annually.

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

Students will assure academic achievement by modeling their behavior and engagement off of our school wide behavior expectations. This will lead to monitoring of their own attendance and grades (On Track/Off Track,) academic and social emotional goal setting, and better overall academic performance.

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.

Fund allocation to provide opportunity to deepen parent engagement in student learning.

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.	\$2232.00
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.	\$550.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$986.00
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 be used only by parents.	\$0.00