

Everett McKinley Dirksen Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Dan Lucas	Principal	delucas@cps.edu	Has access
Timothy Griffin	Assistant Principal	tfgriffin@cps.edu	Has access
Kathleen McNeary	Assistant Principal	kmmcneary@cps.edu	Has access
Asma Ali	Computer Teacher	aali12@cps.edu	Has access
Kenneth Benedix	Teacher	krbenedix1@cps.edu	Has access
Jill Casey	Teacher	jsdoyle@cps.edu	Has access
Dawn Dilollo	LSC Chair	dil2327@comcast.net	Has access
Said Elkhatib	Bilingual Teacher	smelkhatib@cps.edu	Has access
Awilda Gonzalez	Counselor	agonzalez1@cps.edu	Has access
Milena Govedarska	Bilingual Teacher	mdgovedarska@cps.edu	Has access
Karen Jackal	Special Education Teacher	klkreinik@cps.edu	Has access
James Marin	Technology Coordinator	jmarin14@cps.edu	Has access
Jackie Saura	Case Manager	JMSaura@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/31/2020	CIWP Team	Logistics and SEF categories

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

Depth and Breadth of Student Learning and Quality Teaching

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

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

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2nd or chronic absenteeism (REQUIRED: MTSS)
- 3 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)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 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)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** SEF
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** SEF

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)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** SEF
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)

- 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** SEF
 - 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 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:** SEF
 - 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** SEF
 - 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
 - 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 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
 - 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)
 - **Evidence:** SEF
-

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
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	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	3
3	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	Depth and Breadth of Student Learning and Quality Teaching: MTSS
Root Cause 1	Scheduling, Tier 2
Area of Critical Need 2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life

Root Cause 2	Quantity of student opportunities
Area of Critical Need 3	Quality and Character of School Life: Relational Trust
Root Cause 3	Limited interactions among staff members

[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: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) This is related to on-track goals for students.	Overall		68.00	70.00
	Students with IEPs		67.00	70.00
	Overall		88.00	90.00

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) This is related to on-track goals for students.	Students with IEPs		58.00	65.00
SQRP: National School Growth Percentile - Math (Grades 3-8) This is related to on-track goals for students.	Overall		77.00	80.00
	Latinx		60.00	65.00
(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 Student voice, teacher trust				4.00	4.20

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Depth and Breadth of Student Learning and Quality Teaching: MTSS Refine all tiers of instruction to improve the percentage of students on-track. (SQRP Meeting/Exceeding National Average Growth Norms as Measure)	671.00	66.00		69.00	70.00
Quality and Character of School Life: Student Voice, Engagement, and Civic Life Provide opportunities within the school and within classrooms for students to express their views in discussion, advocate for solutions to problems, and	0.20	0.80		0.90	0.90

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
explore their identities and beliefs. (SQRP 5Es Survey Weighted Points as Measure)					
Quality and Character of School Life: Relational Trust Foster respectful adult-to-adult interactions, foster respectful student-to-student interactions, encourage students' sense of belonging to the school. (SQRP 5Es Survey Weighted Points as Measure)	0.20	0.80		0.90	0.90

Strategies

Strategy 1

If we do...	If we provide tiered supports across all grade levels to students needing additional support, monitor and document the interventions...
Then we see...	...then we will see students engaged in a variety of learning groups using differing instructional materials and instructional approaches to meet students' needs, data being used to identify Tier 2 and 3 students, individual goals and progress monitoring of the goals, adjustment to instruction that reflects students' progress, staff schedules that reflect intervention times, and evidence of communication to families reporting students' progress...
which leads to...	...which leads to increases in on-track rates for students by 25% in week 40 of 2022 and a reduction in the number of special education referrals by 25% per year in 2021 and 2022.
Budget Description	Professional Learning
Tags	MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Review the components of Tier 1, 2, and 3 instruction via professional learning. Tags: MTSS: Curriculum & Instruction (Not started) Tier 1: Ensure effective Tier 1 instruction is occurring by reviewing unit plans and classroom visits. Tags: MTSS: Fidelity of Implementation

	<ul style="list-style-type: none"> • (Not started) Tier 1: Plan Tier 1 instruction in grade level teams. Tags:MTSS: Shared Leadership • (Not started) Tier 1: Special education and general education teachers collaborate to ensure supports are in place for students receiving special education services during Tier 1 instruction. Tags:MTSS: Shared Leadership • (Not started) Tier 2: Use progress monitoring data to determine students who need extra supports in the classroom. Determine additional interventions, implement them, and document effectiveness using data. Tags:MTSS: Fidelity of Implementation • (Not started) Tier 3: Continue using retired teachers to provide targeted supports in grades 1-3. Explore options for implementing supports for Kindergarten and 4th-8th grade students using a similar format. Tags:MTSS: Curriculum & Instruction • (Not started) Monitor MTSS Supports: Create MTSS monitoring system, train staff on expectations and determine grade level point persons to assist with monitoring the provision and effectiveness of interventions. Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Monitor MTSS Supports: Incorporate the monitoring system into grade level meetings. Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership
--	--

Strategy 2

If we do...	If we determine ways in which to gain students' input and to build on their assets and interests...
Then we see...	...then we will see teacher created surveys for students' feedback, opportunities for students' voice and choice across grade levels, opportunities for students to study the political process and civics, opportunities for students to discuss their classwork and their points of view, and opportunities for student committees geared toward leadership...
which leads to...	...which leads to an increase in student scores on the 5Es survey by 5% in 2021 and 5% in 2022.
Budget Description	Professional learning

Tags	Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Create and administer surveys to gather information about students' assets and interests. Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment (Not started) Provide opportunities for students to discuss their points of view on a variety of topics in a variety of subject areas in all classrooms on a weekly basis. Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment (Not started) Establish committees and clubs for student leadership opportunities. Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment (Not started) Provide classroom instruction on politics, community engagement, and advocacy. Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

Strategy 3

If we do...	If we establish strong and respectful relationships and connections from the top down (administrators/staff, staff/staff, staff/student) within a structured system...
Then we see...	...then we will see improvement in the ability of teams to work effectively together across all grade levels and subject areas...
which leads to...	...which leads to a stronger connection among staff, better relationships with students and better relationships between students and in increase of 5% per year in 2021 and 2022 on the 5Es teachers' and students' positive responses.
Budget Description	Professional learning
Tags	OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Meet with grade level teams to survey perceptions and discuss opportunities for improvements.

	<p>Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Provide opportunities for teachers at different grade bands to observe colleagues they normally would not visit to see their instruction. <p>Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Create and implement a strategy for staff to bring up issues and resolve conflicts using restorative and open dialogue. <p>Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>
--	---

Action Plan

Strategy 1

Review the components of Tier 1, 2, and 3 instruction via professional learning.

Aug 01, 2020 to Sep 01, 2020 - Case manager, administrators

Tier 1: Ensure effective Tier 1 instruction is occurring by reviewing unit plans and classroom visits.

Sep 01, 2020 to Jun 18, 2022 - Administrators

Tier 1: Plan Tier 1 instruction in grade level teams.

Sep 01, 2020 to Jun 18, 2022 - Teachers

Tier 1: Special education and general education teachers collaborate to ensure supports are in place for students receiving special education services during Tier 1 instruction.

Sep 01, 2020 to Jun 18, 2022 - Special education and general education teachers

Tier 2: Use progress monitoring data to determine students who need extra supports in the classroom. Determine additional interventions, implement them, and document effectiveness using data.

Sep 01, 2020 to Jun 18, 2022 - Classroom teachers

Tier 3: Continue using retired teachers to provide targeted supports in grades 1-3. Explore options for implementing supports for Kindergarten and 4th-8th grade students using a similar format.

Jan 01, 2021 to Jun 18, 2022 - Administrators

Monitor MTSS Supports: Create MTSS monitoring system, train staff on expectations and determine grade level point persons to assist with monitoring the provision and effectiveness of interventions.

Sep 01, 2020 to Jan 01, 2021 - Administrators

Monitor MTSS Supports: Incorporate the monitoring system into grade level meetings.

Oct 01, 2020 to Jun 18, 2022 - Administrators, classroom teachers, special education teachers

Strategy 2

Create and administer surveys to gather information about students' assets and interests.

Jan 01, 2021 to Apr 01, 2021 - Administrators, classroom teachers

Provide opportunities for students to discuss their points of view on a variety of topics in a variety of subject areas in all classrooms on a weekly basis.

Sep 01, 2020 to Jun 18, 2022 - Classroom teachers

Establish committees and clubs for student leadership opportunities.

Jan 01, 2021 to Jun 18, 2022 - Administrators, classroom teachers

Provide classroom instruction on politics, community engagement, and advocacy.

Sep 01, 2020 to Jun 18, 2022 - Classroom teachers

Strategy 3

Meet with grade level teams to survey perceptions and discuss opportunities for improvements.

Oct 01, 2020 to Feb 01, 2021 - Administrators, classroom teachers, all staff

Provide opportunities for teachers at different grade bands to observe colleagues they normally would not visit to see their instruction.

Oct 01, 2020 to Jun 03, 2022 - Administrators, classroom teachers

Create and implement a strategy for staff to bring up issues and resolve conflicts using restorative and open dialogue.

Jan 01, 2021 to Jun 18, 2022 - Administrators, classroom teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

Comprehensive survey informed the 2020-2022 CIWP.

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

Professional learning will be provided on Tier 1 instruction. MTSS plans for improvement were written into the CIWP.

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.

Professional learning will be provided on Tier 1 instruction. MTSS plans for improvement were written into the CIWP.

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).

Mentoring, counseling, and social work services will be provided to students with teacher and family referrals.

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

Dirksen will have consistent consultation with the talent office. Interview and hiring protocols are in place.

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.

Professional learning will be provided on SIP days and at weekly grade level meetings.

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

Family literacy learning will be provided to parents at the BAC and PAC monthly meetings.

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.

Flex days are planned for kindergarten transition.

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.

Assessment plan is written yearly in consultation with the PPC and grade level teams.

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.

MTSS plans for improvement were written into the CIWP.

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.

N/A

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.

This will be accomplished through the Parent Advisory Committee.

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

The Annual Meeting and the Organizational Meeting will take place in early October.

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.

The school will immediately respond to suggestions by starting subsequent meetings with a review of previous action items.

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.

Paper reports will be distributed to students when they are available after 2021 testing.

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

Parents will be notified with letters.

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 apprise parents of test scores and academic progress. The Parent Advisory Committee will also host workshops.

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.

The Parent Advisory Committee will host workshops.

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.

Staff will be educated during professional learning sessions prior to the start of the school year.

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.

Administrators will align resources and share information with families.

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.

Information will be shared with parents via the website, paper letters, emails, phone calls, and through in-person contacts.

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.)

The school will provide high-quality curricula and instruction via aligned instructional materials and quality Tier 1 and Tier 2 instruction.

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.

Parent-teacher conferences will be held twice a year, dates to be determined.

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

Progress reports will be sent to parents during the 5th, 15th, 25th and 35th weeks of school.

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

Staff are available to confer with parents via appointments during their planning periods in person, and through email and phone calls.

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

Parents may volunteer through the process established by CPS. After they have cleared the background check, they are assigned to assist based on teachers' needs.

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

Parents will partner with the school by checking homework, monitoring the parent portal, and participating in two-way communication with teachers.

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

The Parent Advisory Committee and the Bilingual Advisory Committee meet monthly. Their feedback on educational issues will be gathered.

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).

Our CIWP priority of Student Voice will encourage students to take responsibility for their academic achievement.

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.

Parents will be engaged on a monthly basis during Parent Advisory Committee meetings. Goals of the training sessions will relate to literacy, math, and social and emotional 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.	\$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.	\$2347.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
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)	\$1000.00
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