

Edgebrook Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	Staff Members	SEF
02/19/2020	LSC and Community Members	SEF
03/19/2020	ILT	Priorities
03/25/2020	ILT	Root Causes
03/25/2020	LSC and Community Members	Priorities and Root Causes Updates
04/21/2020	ILT	Theories of Action
04/22/2020	LSC and Community Members	Theories of Action Updates
05/05/2020	ILT	Action Steps
05/13/2020	LSC and Community Members	Action Steps Update and Plan Approval

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
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 4 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:** 1/31/20 Staff & 2/19/20 LSC/Community charts
- 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
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** 1/31/20 Staff & 2/19/20 LSC/Community charts

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 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:** 1/31/20 Staff & 2/19/20 LSC/Community charts
- 3 - 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
 - 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
 - 4 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:** 1/31/20 Staff & 2/19/20 LSC/Community charts

- 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
 - 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
 - 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
 - 2 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:** 1/31/20 Staff & 2/19/20 LSC/Community charts
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 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)

- 3 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 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)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** 1/31/20 Staff & 2/19/20 LSC/Community charts
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)

- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 4 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:** 1/31/20 Staff & 2/19/20 LSC/Community charts

Quality and Character of School Life

- 2 - Relational Trust
 - 2 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)
 - 2 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:** 1/31/20 Staff & 2/19/20 LSC/Community charts
- 2 - Student Voice, Engagement, and Civic Life
 - 3 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)
 - 1 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
 - 3 Experience a schoolwide civics culture
 - **Evidence:** 1/31/20 Staff & 2/19/20 LSC/Community charts
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** 1/31/20 Staff & 2/19/20 LSC/Community charts
- 4 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)

- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** 1/31/20 Staff & 2/19/20 LSC/Community charts
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 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:** 1/31/20 Staff & 2/19/20 LSC/Community charts

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Relational Trust	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	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

Score	Framework dimension and category	Area of focus
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
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Relational Trust
Root Cause 1	Lack of knowledge/training and structures (time & collaboration) around bias, equity, cultural responsiveness, restorative practices and how best to use an understanding of these to cultivate a strong, safe culture and climate amongst and between students and staff
Area of Critical Need 2	Balanced Assessment & Grading
Root Cause 2	Lack of data and structures (time & collaboration) to analyze what our students know and what they need in order to inform our unit planning and instruction
Area of Critical Need 3	Instruction
Root Cause 3	Lack of knowledge/training and structures (time & collaboration) to support differentiation of content, process, products, and/or learning environment effectively

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math)	Overall		65.00	70.00
We chose this metric because our attainment is always high but we need to focus our efforts on individual student growth.	Students with IEPs		65.00	70.00
Vision: NWEA Growth G3-8 (Reading)	Overall		70.00	75.00
We chose this metric because our attainment is always high but we need to focus our efforts on individual student growth.	Students with IEPs		70.00	75.00
	EL		40.00	50.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS We chose this metric because our EL priority group needs to be a focus.	Students with IEPs		30.00	40.00
(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 Relational Trust - Peer Support for Academics (49 - neutral to strong to very strong) Student - Teacher (26 - weak to neutral to strong) Teacher - Teacher (58 - neutral to strong to very strong) Parent - Teacher (89 - maintain very strong) Teacher - Principal (60 - strong to maintain very strong)				60.00	80.00

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...	engage in professional learning and collaboration to deepen our understandings around bias, equity, cultural responsiveness, and restorative practices and use them to build an inclusive, engaging curriculum and climate/culture
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Then we see...	all school community members feeling a sense of belonging (that they are safe, valued, seen)
which leads to...	development, implementation, and improvement of internal surveys, an increase on Relational Trust components of the Supportive Environment (from Neutral to Strong/Very Strong), and an increase in staff and student attendance from 95.99% to 96.0%
Budget Description	
Tags	Relational Trust, Equity: Liberatory Thinking, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Partner with OSEL to develop a strong, focused SEL team to learn and help lead work Tags: • (Not started) Leverage Facing History partnership around bias and equity Tags: • (Not started) Develop and implement SEL tools for getting to know new students Tags: • (Not started) Survey and/or take an inventory of current understandings around bias, equity, cultural responsiveness, and restorative practices to determine precise needs for learning Tags: • (Not started) Assess units and classroom libraries for windows and mirrors (family structures, culture, identity, etc) Tags: • (Not started) Use funds to build units and classroom libraries with windows and mirrors (family structures, culture, identity, etc) Tags: • (Not started) Incorporate activities into units that assess and challenge perspective Tags:

	<ul style="list-style-type: none"> • (Not started) Develop meaningful and authentic opportunities to learn about and celebrate culture and identity <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Partner with OSEL around trainings and professional development for restorative practices <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Utilize a system like PBIS to promote common school-wide expectations <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop partnerships/leadership opportunities amongst grade levels to foster responsibility, collaboration, and school pride <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Continue to build and/or strengthen opportunities for student voice and ownership (Student Council, Student Voice Committee, meaningful school/community projects, etc) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Continue explicitly teaching Tier 1 SEL skills through Second Step and Calm Classroom <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Continue to build and/or strengthen the Behavioral Health Team (BHT) for students in need of Tier 2 and Tier 3 SEL supports <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop parent communication and/or workshops to educate parents around our efforts <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop internal surveys/tools (in conjunction with Five Essentials) to assess staff, family, and student feelings/needs <p>Tags:</p>
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Strategy 2

If we do...	engage in professional learning and collaboration to deepen our understanding of developing assessments/rubrics, engaging in data analysis, and using that information to plan instruction
Then we see...	teachers better able to assess the needs of their students and students demonstrating their learning
which leads to...	increased mastery of standards as determined by varied classroom assessments and more students (all groups) hitting their NWEA Reading (75%) and NWEA Math (70%) growth goals
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> • (Not started) Develop/bolster pre-assessment tools in light of remote learning Tags: • (Not started) Survey and/or take an inventory of current assessment understandings and practices to determine precise needs for learning Tags: • (Not started) Gather texts, professional readings, and/or resources around formative and summative assessment practices (per precise needs) Tags: • (Not started) Embed learning cycles into the PD calendar that involve time and structures for: Refining, developing, and/or implementing assessments and rubrics Analyzing assessment results to differentiate content, process, product, and/or learning environment based on student need Tags: • (Not started) Develop and implement protocols for analyzing benchmark and district-wide assessment data Tags: • (Not started) Continue use of BAS and Bridges assessments as part of tiering criteria for Tier 2 and Tier 3 academic intervention Tags:

	<ul style="list-style-type: none"> • (Not started) Engage in learning about and developing assessments that can tease out mastery of content versus language proficiency for our ELs <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Research and incorporate best practices around grading/Gradebook <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop progress monitoring tools for Tier 2 and Tier 3 <p>Tags:</p>
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Strategy 3

If we do...	engage in professional learning and collaboration to deepen our understanding of differentiated instruction across all content areas
Then we see...	teachers differentiating content, process, product, and/or the learning environment and students engaging in rigorous learning that meets their needs
which leads to...	increased mastery of standards as determined by varied classroom assessments and more students hitting their NWEA Reading (75%) and NWEA Math (70%) growth goals
Budget Description	
Tags	Instruction, MTSS, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> • (Not started) Allocate funding for professional learning, resources, and personnel that support meeting student need across Tiers 1, 2, and 3 (core instruction/intervention/enrichment) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop and maintain system for repairing and purchasing devices to ensure technology access for in person and/or remote learning <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Inventory, streamline, and maintain adaptive technology subscriptions for in person and/or remote learning <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop a master schedule that supports grade level collaboration amongst homeroom teachers and DL/EL teachers

Tags:

- (Not started) Review instructional blocks for components, time allocation, and ability of students to move fluidly based on need

Tags:

- (Not started) Incorporate platforms that are developmentally appropriate and can support in person and remote learning (Google Classroom, Class Dojo, etc) for general education and DL/EL students

Tags:

- (Not started) Teach general education and DL/EL students how to use platforms and websites for in person and/or remote learning

Tags:

- (Not started) Teach general education and DL/EL students necessary skills for virtual instruction (how to read a digital text, etc)

Tags:

- (Not started) Survey and/or take an inventory of current differentiation understandings and practices to determine precise needs for learning

Tags:

- (Not started) Gather texts, professional readings, and/or resources around differentiating content, process, product, and/or learning environment

Tags:

- (Not started) Embed learning cycles into the PD calendar that involve time and structures for: Refining, developing, and/or implementing assessments and rubrics Analyzing assessment results to differentiate content, process, product, and/or learning environment based on student need

Tags:

- (Not started) Review tasks for cognitive demand

Tags:

- (Not started) Develop parent communication and/or workshops around MTSS and the importance and impact of differentiating instruction at Tier 1

Tags:

Strategy 4

If we do...	engage in staff reflection to determine prioritized professional learning around bias, equity, cultural responsiveness, and restorative practices, and use it to inform an inclusive, engaging curriculum
Then we see...	staff, students, and families feeling a sense of belonging - that they are safe, valued, and included
which leads to...	the development of internal surveys and an increase on Relational Trust components of the Supportive Environment (from Neutral to Strong/Very Strong)
Budget Description	
Tags	Relational Trust
Action steps	

Action Plan

Strategy 1

Partner with OSEL to develop a strong, focused SEL team to learn and help lead work

Jun 01, 2020 to Dec 18, 2020 - Admin, SEL Team

Leverage Facing History partnership around bias and equity

Jun 01, 2020 to Dec 18, 2020 - Admin, SEL Team

Develop and implement SEL tools for getting to know new students

Sep 01, 2020 to Oct 30, 2020 - GLTs

Survey and/or take an inventory of current understandings around bias, equity, cultural responsiveness, and restorative practices to determine precise needs for learning

Sep 01, 2020 to Dec 18, 2020 - Admin, SEL Team, GLTs

Assess units and classroom libraries for windows and mirrors (family structures, culture, identity, etc)

Sep 01, 2020 to Dec 18, 2020 - Admin, SEL Team, GLTs

Use funds to build units and classroom libraries with windows and mirrors (family structures, culture, identity, etc)

Sep 01, 2020 to Jun 30, 2022 - Admin, GLTs

Incorporate activities into units that assess and challenge perspective

Sep 01, 2020 to Jun 30, 2022 - GLTs

Develop meaningful and authentic opportunities to learn about and celebrate culture and identity

Sep 01, 2020 to Jun 30, 2022 - Admin, SEL Team, GLTs

Partner with OSEL around trainings and professional development for restorative practices

Sep 01, 2020 to Jun 30, 2022 - Admin, SEL Team, GLTs

Utilize a system like PBIS to promote common school-wide expectations

Sep 01, 2020 to Jun 30, 2022 - Admin, SEL Team, GLTs

Develop partnerships/leadership opportunities amongst grade levels to foster responsibility, collaboration, and school pride

Sep 01, 2020 to Jun 30, 2022 - Admin, SEL Team, GLTs

Continue to build and/or strengthen opportunities for student voice and ownership (Student Council, Student Voice Committee, meaningful school/community projects, etc)

Sep 01, 2020 to Jun 30, 2022 - Admin, SEL Team, Student Council, Student Voice Committee

Continue explicitly teaching Tier 1 SEL skills through Second Step and Calm Classroom

Sep 01, 2020 to Jun 30, 2022 - Admin, SEL Team, GLTs

Continue to build and/or strengthen the Behavioral Health Team (BHT) for students in need of Tier 2 and Tier 3 SEL supports

Sep 01, 2020 to Jun 30, 2022 - BHT

Develop parent communication and/or workshops to educate parents around our efforts

Sep 01, 2020 to Jun 30, 2022 - Admin, SEL Team

Develop internal surveys/tools (in conjunction with Five Essentials) to assess staff, family, and student feelings/needs

Sep 01, 2020 to Jun 30, 2022 - Admin, SEL Team

Strategy 2

Develop/bolster pre-assessment tools in light of remote learning

Sep 01, 2020 to Oct 30, 2020 - Admin, ILT, GLTs

Survey and/or take an inventory of current assessment understandings and practices to determine precise needs for learning

Sep 01, 2020 to Dec 18, 2020 - Admin, ILT, GLTs

Gather texts, professional readings, and/or resources around formative and summative assessment practices (per precise needs)

Sep 01, 2020 to Dec 18, 2020 - Admin, ILT, GLTs

Embed learning cycles into the PD calendar that involve time and structures for: Refining, developing, and/or implementing assessments and rubrics Analyzing assessment results to differentiate content, process, product, and/or learning environment based on student need

Sep 01, 2020 to Jun 30, 2022 - Admin, ILT, GLTs

Develop and implement protocols for analyzing benchmark and district-wide assessment data

Sep 01, 2020 to Jun 30, 2022 - Admin, ILT, GLTs

Continue use of BAS and Bridges assessments as part of tiering criteria for Tier 2 and Tier 3 academic intervention

Sep 01, 2020 to Jul 01, 2022 - Admin, GLTs, MTSS Team

Engage in learning about and developing assessments that can tease out mastery of content versus language proficiency for our ELs

- Admin, ELPT, GLTs,

Research and incorporate best practices around grading/Gradebook

- Admin, ILT, GLTs

Develop progress monitoring tools for Tier 2 and Tier 3

- Admin, MTSS Team

Strategy 3

Allocate funding for professional learning, resources, and personnel that support meeting student need across Tiers 1, 2, and 3 (core instruction/intervention/enrichment)

Apr 30, 2020 to Apr 30, 2021 - Admin

Develop and maintain system for repairing and purchasing devices to ensure technology access for in person and/or remote learning

Apr 01, 2020 to Jun 01, 2020 - Admin

Inventory, streamline, and maintain adaptive technology subscriptions for in person and/or remote learning

Jun 01, 2020 to Jun 30, 2021 - Admin, GLTs

Develop a master schedule that supports grade level collaboration amongst homeroom teachers and DL/EL teachers

Jul 01, 2020 to Jul 30, 2021 - Admin, Scheduling Team

Review instructional blocks for components, time allocation, and ability of students to move fluidly based on need

Sep 01, 2020 to Oct 30, 2020 - Admin, ILT, GLTs

Incorporate platforms that are developmentally appropriate and can support in person and remote learning (Google Classroom, Class Dojo, etc) for general education and DL/EL students

Sep 01, 2020 to Oct 30, 2020 - ILT, GLTs

Teach general education and DL/EL students how to use platforms and websites for in person and/or remote learning

Sep 01, 2020 to Oct 30, 2020 - ILT, GLTs

Teach general education and DL/EL students necessary skills for virtual instruction (how to read a digital text, etc)

Sep 01, 2020 to Oct 30, 2020 - ILT, GLTs

Survey and/or take an inventory of current differentiation understandings and practices to determine precise needs for learning

Sep 01, 2020 to Dec 18, 2020 - Admin, ILT, GLTs

Gather texts, professional readings, and/or resources around differentiating content, process, product, and/or learning environment

Sep 01, 2020 to Dec 18, 2020 - Admin, ILT

Embed learning cycles into the PD calendar that involve time and structures for: Refining, developing, and/or implementing assessments and rubrics Analyzing assessment results to differentiate content, process, product, and/or learning environment based on student need

Sep 01, 2020 to Jun 30, 2022 - Admin, ILT, GLTs

Review tasks for cognitive demand

Sep 01, 2020 to Jun 30, 2022 - Admin, ILT, GLTs

Develop parent communication and/or workshops around MTSS and the importance and impact of differentiating instruction at Tier 1

Sep 01, 2020 to Jun 30, 2022 - Admin, ILT, MTSS Team

Strategy 4

Fund Compliance

ESSA Program

[]

ESSA Schoolwide Program

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

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A
Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.
N/A
Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.
N/A
Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.
N/A
Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.
N/A
Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.
N/A

Policy Implementation Activities

<input checked="" type="checkbox"/> The LSC will approve the school improvement plan and monitor the CIWP.
<input checked="" type="checkbox"/> <p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>
<input checked="" type="checkbox"/> <p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>
<input checked="" type="checkbox"/> <p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>

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

N/A

School-Parent Compact (Complete)

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

N/A

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

N/A

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00

53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00