

James B Farnsworth Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Julie Walsh	Assistant Principal	jmwash5@cps.edu	Has access
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Morgan Rollinson	Parent	morgan.rollinson05@gmail.com	No Access
Jim Oehler	LSC Community Rep	Jim@AREGmail.com	No Access
Barbara Oken	Principal	beoken@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/31/2020	Staff, parents & community via email	SEF assessment

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
 - 4 Employ the skills to effectively manage change
 - 4 Make ?safe practice? an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** All staff completed the SEF anonymously as did parent and community members of the CIWP team; ILT/GLT meetings and minutes.
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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:** All school staff completed the SEF anonymously as did parent and community members of the CIWP team; ILT/GLT meetings and minutes.

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
- 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 4 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:** All staff completed the SEF anonymously as did parent and community members of the CIWP team; teacher unit plans.
- 3 - Instruction
 - 4 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
 - 4 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:** All staff completed the SEF anonymously as did parent and community members of the CIWP team; teacher unit plans; Reach observations.
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 4 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:** All staff completed the SEF anonymously as did parent and community members of the CIWP team; ILT/GLT/MTSS team/BHT meetings and minutes.
- 4 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- 4 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)
- 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)
- 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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:** All staff completed the SEF anonymously as did parent and community members of the CIWP team; MTSS team meets monthly to support students and staff.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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:** All staff completed the SEF anonymously as did parent and community members of the CIWP team; CCT meetings and minutes.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** All staff completed the SEF anonymously as did parent and community members of the CIWP team; 5 essentials; ILT/GLT meetings and minutes.
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** All staff completed the SEF anonymously as did parent and community members of the CIWP team; teacher unit plans.
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** All staff completed the SEF anonymously as did parent and community members of the CIWP team; CCT meetings, minutes & initiatives; restorative practice training for all staff; PBIS implementation.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** All staff completed the SEF anonymously as did parent and community members of the CIWP team; CCT meetings, minutes & initiatives; restorative practice training for all staff; PBIS implementation.
- 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

- 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)
- 4 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:** All staff completed the SEF anonymously as did parent and community members of the CIWP team.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	4
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Math growth of EL students.
Root Cause 1	Lack of direct instruction in academic vocabulary. Data and root cause analysis showed low growth in two specific grade levels. This contributed to the EL/DL drop.
Area of Critical Need 2	Math/ELA growth of DL students.
Root Cause 2	Data and root cause analysis showed low growth in two specific grade levels. This contributed to the EL/DL drop. Additional cause determined is lack of co-teaching in inclusion and access to grade level content in separate setting
Area of Critical Need 3	Math growth in grades 2-8
Root Cause 3	Data and root cause analysis showed low growth in two specific grade levels. This contributed to the EL/DL drop.

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

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

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) We chose this metric because we saw a significant drop in growth from the previous year.	EL		25.00	40.00
	Students with IEPs		36.00	47.00
Vision: NWEA Growth G3-8 (Math) We chose this metric because we believe this is an area that we can make great improvement on.	Overall		60.00	65.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) We chose this metric because we believe this is an area that we can make great improvement on.	EL		50.00	60.00
	Students with IEPs		59.00	62.00
(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 Well organized 2018-2019 and 2020-2021. Supportive environment neutral improved from weak in 2019-2020.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	develop a vertically aligned curriculum based on EnVision 2.0 and the CCSS and also provide targeted, differentiated instructions using our MTSS system and additional resources
Then we see...	an increase in student engagement in rigorous mathematical tasks
which leads to...	an increase of 10% of students for a total of 65% meeting or exceeding their growth targets in math by end of year 2022 as measured by NWEA-Map SQRP metrics
Budget Description	Time: -1 hr/month for teacher team math data analysis meetings -Funding for weekly ILT meetings -
Tags	Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (On-Track) Set up/create a meeting schedule for math teachers to collaborate on alignment Tags:Leadership for Continuous Improvement • (On-Track) In math meetings, analyze/assess what components of enVision curriculum are being used across grade levels. Tags:Math: Curriculum • (On-Track) Grade level teams will develop an agreed upon protocol for math instruction components/format using enVision curriculum and Pearson platform both horizontally and vertically Tags:Math: Curriculum, Math: Equitable Access • (Not started) Grade level teams will develop an agreed upon organization of the math block for consistency in grades K-2, 3-5 and 6-8 Tags:Math: Rigorous Tasks, Math: Equitable Access • (Not started) Math teachers will conduct and participate in peer observations of math lessons to coach others or learn how to use the enVision components. Tags:Teacher Leader Development & Innovation: Distributed Leadership, Math: Rigorous Tasks • (Not started) After observations are completed, math teachers will meet to determine needs or gaps within the curriculum. Tags:Teacher Leader Development & Innovation: Distributed Leadership, Math: Curriculum

	<ul style="list-style-type: none"> • (Not started) Teachers will work together to create a common math vocabulary/terminology to be used in all grade levels and within the enVision math curriculum. Tags:Teacher Leader Development & Innovation: Distributed Leadership, Math: Curriculum, Math: Equitable Access • (Postponed) ILT/Network data strategist to provide refresher professional development on accessing and interpreting student data on NWEA including reports, Student Profile and the Learning Continuum Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Deep data analysis of NWEA data at student level by each grade level team and SPED/EL teachers Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (On-Track) Grade level clusters, including special education and EL teachers, will meet to establish groups, instructional strategies, and assess resources within enVision for differentiation. Tags:Personalized Learning: Tailored Learning/Differentiation • (Not started) Grade level clusters will execute created differentiation groups. Tags:Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access • (Not started) Grade level clusters will review NWEA data bi-annually to assess effectiveness and teachers will restructure groups throughout the year as needed. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
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Strategy 2

If we do...	work to expand on the differentiation within the existing units for literacy instruction which are aligned vertically and to CCSS
Then we see...	targeted instruction to meet the needs of all students including EL and DL learners

which leads to...	an increase to 60% meeting or exceeding their growth targets for EL students and an increase to 62% meeting or exceeding their growth for diverse learners in reading by end of year 2022 as measured by NWEA-Map SQRP metrics.
Budget Description	-1 hr/month for teacher team literacy data analysis meetings -Funding for weekly after school ILT meetings
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps
Action steps	<ul style="list-style-type: none"> • (On-Track) Set up collaboration meeting schedule for all literacy teachers. Tags:Teacher Leader Development & Innovation: Teacher Teams • (On-Track) Complete and revise previously created literacy UBD units in grades K-8. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction • (On-Track) In literacy teacher meeting, analyze/assess what components of literacy curriculum are being used across grade levels. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction • (Completed) Grade level teams will develop an agreed upon organization of the literacy block for consistency in grades K-2, 3-5 and 6-8 Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction • (Not started) Using NWEA Learning Continuum resources, develop an agreed upon academic vocabulary both horizontally and vertically and across subject areas. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction • (Postponed) Deep dive analysis of NWEA data Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (On-Track) Grade level clusters, including special education and ELL teachers, will meet to establish groups, instructional strategies, and assess resources within literacy for differentiation. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

	<ul style="list-style-type: none"> (On-Track) Grade level teams will execute created differentiation groups. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation (Not started) Grade level clusters will review NWEA data bi-annually to assess effectiveness and teachers will restructure groups throughout the year as needed. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps (Not started) ILT to collaborate with network ISL to develop learning cycle on looking at student work protocol Tags:Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences (Not started) ILT to deliver "looking at student work" learning cycle to GLT Tags:Curriculum, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) GLT will analyze student work with ILT/Network ISL support and will review school wide during professional development time Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading
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Strategy 3

If we do...	evaluate and measure the effectiveness of and fidelity of implementation of our current SEL programs
Then we see...	consistent and coordinated SEL strategies implemented to support all students
which leads to...	an increase from neutral to strong in Supportive Environment as measured by the 5 Essentials by year end 2022 and a decrease in the number of 2-4 SCC infractions.
Budget Description	Funding for after school CCT meetings 2x per month Regular schedule of meetings for BHT/MTSS and Attendance Teams Class coverage and/or funding for after school Student Council/Student Voice Committee meetings
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (On-Track) CCT/BHT teams will create a comprehensive menu/outline of all current SEL programs/components

Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (On-Track) CCT/BHT teams will provide refresher professional development on SEL programs.

Tags:CBE: SEL Integration

- (On-Track) CCT team will monitor fidelity of implementation of SEL programs monthly including Second Step, Calm Classroom, Talking Circles & Peer Advisory.

Tags:CBE: SEL Integration

- (Not started) Lesson plan/unit plans will be monitored monthly for the deliberate integration/identification of SEL standards

Tags:CBE: SEL Integration, OSEL: Supportive Classroom Environment

- (On-Track) Student council will create and implement a survey to increase student voice on activities throughout the year

Tags:Student Voice, Engagement, and Civic Life

- (Postponed) CCT will create a survey tool for students and staff to formatively evaluate effectiveness of SEL programs at teacher and student level.

Tags:OSEL: Supportive School Environment

- (Postponed) CCT will implement created tool with teachers and students quarterly and review the data collected

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Postponed) CCT will create and conduct a workshop for students on how to take a survey including common survey vocabulary

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (On-Track) Attendance and BHT team will continue to monitor and track student attendance and provide supports and incentives for students

Tags:OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy

	<ul style="list-style-type: none"> • (On-Track) Attendance/MTSS/BHT team will continue to track data to target at risk or high risk students, chronic truant and tardy students and target communication with the affected students/families <p>Tags:OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> • (Not started) ILT/Admin to create a book study on "Causes and Cures in the Classroom" to be implemented during GLT meetings <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Postponed) Training and implementation of peer advisory program will continue. <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p>
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Action Plan

Strategy 1

On-Track Nov 04, 2020

Set up/create a meeting schedule for math teachers to collaborate on alignment

Jul 01, 2020 to Aug 28, 2020 - Admin

On-Track Nov 04, 2020

In math meetings, analyze/assess what components of enVision curriculum are being used across grade levels.

Aug 24, 2020 to Sep 06, 2020 - Grade level teams

On-Track Nov 04, 2020

Grade level teams will develop an agreed upon protocol for math instruction components/format using enVision curriculum and Pearson platform both horizontally and vertically

Sep 06, 2020 to Nov 30, 2020 - Grade level teams

Math teachers will conduct and participate in peer observations of math lessons to coach others or learn how to use the enVision components.

Dec 01, 2020 to Feb 28, 2021 - Math teachers

After observations are completed, math teachers will meet to determine needs or gaps within the curriculum.

Mar 01, 2021 to Apr 30, 2021 - Math teachers

Teachers will work together to create a common math vocabulary/terminology to be used in all grade levels and within the enVision math curriculum.

Aug 24, 2020 to Sep 30, 2020 - Grade level teams

Postponed Nov 04, 2020

ILT/Network data strategist to provide refresher professional development on accessing and interpreting student data on NWEA including reports, Student Profile and the Learning Continuum

Aug 24, 2020 to Jun 30, 2021 - ILT/Network Data Strategist

Deep data analysis of NWEA data at student level by each grade level team and SPED/EL teachers

Jun 01, 2021 to Sep 01, 2021 - Grade level teams

On-Track Nov 04, 2020

Grade level clusters, including special education and EL teachers, will meet to establish groups, instructional strategies, and assess resources within enVision for differentiation.

Sep 01, 2020 to Sep 30, 2020 - Grade level teams

Grade level clusters will execute created differentiation groups.

Oct 01, 2021 to Jun 30, 2022 - Grade level teams

Grade level clusters will review NWEA data bi-annually to assess effectiveness and teachers will restructure groups throughout the year as needed.

Oct 01, 2021 to Jun 30, 2022 - Grade level teams

Grade level teams will develop an agreed upon organization of the math block for consistency in grades K-2, 3-5 and 6-8

Sep 06, 2020 to Nov 30, 2020 - Grade level teams

Strategy 2

On-Track Nov 04, 2020

Set up collaboration meeting schedule for all literacy teachers.

Jul 01, 2020 to Aug 28, 2020 - Admin

On-Track Nov 04, 2020

Complete and revise previously created literacy UBD units in grades K-8.

Jul 01, 2020 to Aug 28, 2020 - Literacy teachers/Network ISL

On-Track Nov 04, 2020

In literacy teacher meeting, analyze/assess what components of literacy curriculum are being used across grade levels.

Aug 24, 2020 to Sep 01, 2020 - Literacy teachers/grade level teams

Using NWEA Learning Continuum resources, develop an agreed upon academic vocabulary both horizontally and vertically and across subject areas.

Sep 01, 2020 to Nov 30, 2020 - Literacy teachers/grade level teams

Postponed Nov 04, 2020

Deep dive analysis of NWEA data

Sep 01, 2020 to Nov 30, 2020 - Literacy teachers/grade level teams

On-Track Nov 04, 2020

Grade level clusters, including special education and ELL teachers, will meet to establish groups, instructional strategies, and assess resources within literacy for differentiation.

Oct 01, 2020 to Oct 31, 2020 - Literacy teachers/grade level teams

On-Track Nov 04, 2020

Grade level teams will execute created differentiation groups.

Nov 01, 2020 to Jun 30, 2022 - Literacy teachers/grade level teams

Grade level clusters will review NWEA data bi-annually to assess effectiveness and teachers will restructure groups throughout the year as needed.

Nov 01, 2020 to Jun 30, 2022 - Literacy teachers/grade level teams

Completed Nov 04, 2020

Grade level teams will develop an agreed upon organization of the literacy block for consistency in grades K-2, 3-5 and 6-8

Aug 24, 2020 to Sep 01, 2020 - Literacy teachers/grade level teams

ILT to collaborate with network ISL to develop learning cycle on looking at student work protocol

Jul 01, 2021 to Oct 30, 2021 - ILT/Network ISL/GLT

ILT to deliver "looking at student work" learning cycle to GLT

Nov 01, 2021 to Feb 28, 2022 - ILT/GLT

GLT will analyze student work with ILT/Network ISL support and will review school wide during professional development time

Mar 01, 2022 to Jun 30, 2022 - ILT/GLT

Strategy 3

On-Track Nov 04, 2020

CCT/BHT teams will create a comprehensive menu/outline of all current SEL programs/components

Jul 01, 2020 to Aug 24, 2020 - Admin/CCT

On-Track Nov 04, 2020

CCT/BHT teams will provide refresher professional development on SEL programs.

Aug 24, 2020 to Dec 31, 2020 - Admin/CCT

On-Track Nov 04, 2020

CCT team will monitor fidelity of implementation of SEL programs monthly including Second Step, Calm Classroom, Talking Circles & Peer Advisory.

Sep 01, 2020 to Jun 30, 2022 - Admin/CCT

Postponed Nov 04, 2020

CCT will create a survey tool for students and staff to formatively evaluate effectiveness of SEL programs at teacher and student level.

Sep 01, 2020 to Dec 31, 2020 - Admin/CCT

Postponed Nov 04, 2020

CCT will implement created tool with teachers and students quarterly and review the data collected

Jan 01, 2021 to Jun 30, 2022 - Admin/CCT

Postponed Nov 04, 2020

CCT will create and conduct a workshop for students on how to take a survey including common survey vocabulary

Sep 01, 2020 to Dec 31, 2020 - Admin/CCT

On-Track Nov 04, 2020

Attendance and BHT team will continue to monitor and track student attendance and provide supports and incentives for students

Jul 01, 2020 to Jun 30, 2022 - Attendance/MTSS/BHT

On-Track Nov 04, 2020

Attendance/MTSS/BHT team will continue to track data to target at risk or high risk students, chronic truant and tardy students and target communication with the affected students/families

Jul 01, 2020 to Jun 30, 2022 - Attendance/MTSS/BHT

On-Track Nov 04, 2020

Student council will create and implement a survey to increase student voice on activities throughout the year

Sep 01, 2020 to Dec 31, 2020 - Student council

Lesson plan/unit plans will be monitored monthly for the deliberate integration/identification of SEL standards

Sep 01, 2020 to Jun 30, 2022 - Admin

ILT/Admin to create a book study on "Causes and Cures in the Classroom" to be implemented during GLT meetings

Jul 01, 2020 to Jun 30, 2021 - ILT/Admin

Postponed Nov 04, 2020

Training and implementation of peer advisory program will continue.

Sep 01, 2020 to Jun 30, 2022 - CCT/Jost

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.

Our ILT engages in data analysis twice yearly, as well as collaborates with network level data strategist. They use this information to guide and inform instruction.

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

Our school has a well developed MTSS structure that supports all students at every level.

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.

Our school has a well developed MTSS structure that supports all students at every level. We also have tutoring available for our EL students.

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).

Our school has a well developed MTSS structure that supports all students at every level. We also have tutoring available for our EL students. In addition to these, we are an "Exemplary 'supportive school with a wide range of SEL supports in place for students.

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

We are a supportive, collaborative school who builds upon the strengths of our teachers and support them in leadership roles at school.

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.

Our CIWP goals guide our professional development along with individual teacher requests and needs. We also support our paraprofessionals through professional development opportunities.

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

Our PAC surveys parents biannually to determine topics of interest and need. They plan resources and events around these topics/needs.

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.

Our prek and K staff collaborate regularly to assist in the transition from prek to K.

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.

Our teacher led ILT and grade level teams conduct regular data analysis and use this information to guide instruction.

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.

Our school has a well developed MTSS structure that supports all students at every level. This team meets every 4 weeks to discuss student progress and supports needed.

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.

We collaborate with programs in our community that are beneficial to families.

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 monthly PAC and LSC meetings.

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

Meeting date for the annual meeting will be in September and the organizational meeting will be in October. Meeting dates and information will be posted on the school website, sent home in backpack mail, as well as emailed through Aspen.

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 provide parents with information about the Title 1 program through backpack mail and email. The PAC has scheduled monthly open meetings. We will schedule additional meetings as necessary.

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.

Student progress reports for NWEA/MAP assessments are sent home after each testing cycle. When we receive IAR results, we distribute to families.

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, all teachers are highly qualified. If this changes, the appropriate letters will be sent home.

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.

Title 1 families will be invited to the PAC meetings and/or parent workshops where academic achievement and SEL issues will be discussed.

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.

PAC conducts bi-yearly parent surveys; they have researched and found paper resources for parents as well as speakers to speak on topics that come out of those surveys.

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.

Time is devoted on teacher PD days to effective communication with parents.

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.

If these programs become available to us, we will integrate them into our existing program.

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.

Whenever possible, communication is made available in multiple languages. Translators can also be arranged.

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.

[X] <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.)

At Farnsworth, we believe in high expectations for all stakeholders. In our safe and nurturing environment, we are committed to providing an inclusive education with rigorous, differentiated instruction designed to engage all learners. We envision our students to be physically and emotionally healthy lifelong learners who are college and career ready.

Our school aspires to provide strong instructional programs and high quality teaching that promotes interest in life-long learning.

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 formal in person conferences in November and April. Teachers schedule individual in person and phone conferences weekly with parents before/after school and during preparation periods. as needed.

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

Parents are provided with NWEA/MAP progress after each testing cycle; they also receive progress reports or report cards every 5 weeks. These are sent home hard copy and available via the parent and student portal.

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

Teachers are available for in person and phone conferences weekly with parents before/after school and during preparation periods. as needed.

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

Parents are encouraged to complete the CPS volunteer process and volunteer in their children's classrooms.

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

Parents are encouraged to assist and monitor student work as well as assist students in getting to school on time every day.

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 are welcome to contact staff anytime, and are invited to all LSC meetings.

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 complete goal setting with their teachers 3x per year.

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.

The PAC surveys the parents bi-annually to determine needs. They will use this information to plan activities and speakers to engage families in supporting their students' academic achievement.

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.	\$846.00
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)	\$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