William J Onahan Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Marianne Patten	Principal	mlpatten@cps.edu	Has access
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Rose Cisarik	Paraprofessional & LSC Member	rcisarik@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/27/2020		Rate SEF

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
  - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 4 Enable staff to focus and prioritize what matters most
  - o 4 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 4 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards

- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**:
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- o 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 1 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- o 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community

- o 1 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Insufficient growth overall in Reading & Math
Root Cause 1	Lack of knowledge among families about the importance and meaning of NWEA
Area of Critical Need 2	Insufficient Math growth among students with IEPs
Root Cause 2	DL students are not always placed in the appropriate instructional setting according to their need
Area of Critical Need 3	Insufficient growth on ACCESS among ELs
Root Cause 3	Explicit teaching of academic language for ELs has not been a priority in terms of professional learning, purchasing materials/resources, protecting time during grade level meetings, and providing unit plan guidance

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8) This category carries a significant weight on our school's SQRP rating. Currently this section is yellow.	Overall		63.00	70.00
	Students with IEPs		44.00	50.00
SQRP: National School Growth Percentile - Math (Grades 3-8) This category carries a significant weight on our school's SQRP rating. Currently this section is yellow for overall and red for the DL student group. This raises concerns about equity for our DLs.	Overall		63.00	70.00
	Students with IEPs		24.00	30.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS This category carries a significant weight on our school's SQRP rating. Currently this	EL		45.00	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
section is red, which is very concerning. This is a student group that deserves our attention.				
Vision: Attendance Rate This category carries a significant weight on our school's SQRP rating. Currently this section is yellow. We value the importance of daily student attendance.	Overall		95.00	96.00
(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 Increase "Supportive Environment" area from neutral to strong.				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...	Create a professional learning plan and deliver ongoing professional development, budget appropriate materials/resources, provide time for teacher collaboration to analyze ACCESS data and draft high-quality unit plans focused on development of academic language,
Then we see...	Improvement in the quality and differentiation of instruction of ELs with rich opportunities for practice and application of academic language across content areas using all four language domains (reading, writing, speaking and listening)

which leads to...	Increased growth on ACCESS test (from 34.5th percentile to 50th percentile over two years).
Budget Description	Prepare accurate list of ?students in program? so that ELs are properly placed with credentialed teachers, allocate funds for software, substitutes, professional development, training and collaboration, Chrome books and Newcomer Kits. Leverage leadership of BAC to engage parents and provide parent workshops, establishment of EL Committee to share leadership responsibility for Onahan's bilingual program.
Tags	FACE2: Parent Engagement, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, OLCE
Action steps	• (Not started) Ensure that ELs are properly identified and screened Tags: • (Not started) Ensure that ELs are placed in classrooms with ESL endorsed teachers Tags: • (Not started) Create comprehensive professional development plan about scaffolding for English Learners and using WIDA data to differentiate language demands of standards-based instruction Tags:OLCE • (Not started) Deliver ongoing PD to teachers, including OLCE?s English Language Development modules Tags:OLCE • (Not started) Maintain inventory and budget for the following resources: RAZ Kids, Rosetta Stone, BrainPOP ELL, Native language texts Tags: • (Not started) Write unit plans that include strategic planning for academic language learning across content areas Tags:OLCE • (Not started) Provide time for teachers to analyze ACCESS data and explain scores to students and families Tags: • (Not started) Deliver parent resources and workshops on supporting English learners and developing academic language across content areas

		Tags:FACE2: Parent Engagement, OLCE
		• (Not started) Establish an EL Team and create a schedule for regular team meetings Tags: • (Not started) Provide feedback to teachers on lesson/unit plans and adjustments needed to support English language development Tags: • (Not started) Develop and implement school-wide system for displaying academic vocabulary for each unit of study in classrooms (ex: unit word walls) Tags: • (Not started) Conduct walk-throughs to give feedback to teachers on classroom environment, classroom libraries and linguistic supports for ELs Tags: • (Not started) Create Newcomer support kits for students and parents Tags: • (Not started) Dedicate Chromebooks to classrooms with ELs Tags: • (Not started) When possible, provide translated copies of school flyers to languages spoken by families in the school Tags:FACE2: Parent Engagement, OSEL: Supportive School Environment • (Not started) Continue to provide opportunities within classrooms and throughout the school for students to share and learn about students' home cultures and languages. Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Ensure that ELs have meaningful access to participate in weekly social emotional learning curriculum, as well as access to any needed tiered SEL supports or interventions. Tags:OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions

Strategy 2

If we do...	Create and deliver a professional learning plan to build teacher and co-teacher capacity, develop a master schedule that maximizes collaboration time for co-teachers, and budget appropriate materials/resources
Then we see...	DL students engaging in supportive learning environments that allow students to access standards-based instruction the same as their non-disabled peers, students exhibiting a higher level of self-confidence, and improvement in the quality of instruction provided to our students with disabilities
which leads to...	Increased Math growth on NWEA among students with IEPs (increase from the 19th percentile to the 30th percentile over two years)
Budget Description	Allocate school-based as well as IL-EMPOWER grant funds for substitutes, instructional materials/math manipulatives, professional development, after school tutoring bucket. Leverage leadership of case manager, protect time for grade level and department meetings as well as coaching/feedback sessions, recruit teachers and tutors to support DLs after school, carve out time in school calendar for math-related buddy activities and family math night. Enhance STEM team with more math representation. Provide support and learning for paraprofessionals in math classrooms.
Tags	Curriculum, Instruction, ODLSS: Instructional Quality, OSEL: Supportive Classroom Environment
Action steps	• (Not started) Create comprehensive professional development plan for teachers and paraprofessionals Tags: • (Not started) Provide PD on co-teaching models, differentiating instruction, goal setting, progress monitoring for teachers, diving deep into the CCSS Mathematics standards and Instructional Toolkits provided by LEAD180 Tags:Math: Formative Assessment, Math: Equitable Access • (Not started) Hold monthly DL team meetings with case manager Tags: • (Not started) Schedule time for instructional coaching and feedback with case manager Tags: • (Not started) Develop discussion questions to guide decision for most appropriate instructional setting/placement during IEPs Tags:ODLSS: Procedures and Standards • (Not started) Develop master schedule and provide sub coverage for teachers in the Spring to collaborate

Tags:

- (Not started) Strategically utilize school-based fund as well as IL-EMPOWER grant funds for the following resources: math manipulatives, Touch Math, IXL, Moby Max, Freckle, etc.

  Tags:Budget & Grants

- (Not started) Utilize IL-EMPOWER grant funds to provide after school tutoring for DLs

  Tags:Budget & Grants

- (Not started) Connect with universities to secure tutors/volunteers to work with students

  Tags:FACE2: Community Partnerships

- (Not started) Establish and publicly share a school-wide scope and sequence & resource guide for math instruction across all grade levels

  Tags:Math: Curriculum

- (Not started) Ensure that DL teachers have access to all teacher manuals and instructional resources

  Tags:

- (Not started) Provide feedback to teachers on lesson/unit plans and instruction via informal class visits

  Tags:

- (Not started) Invite DL teachers to participate in peer visits in order to gather more ideas for implementation of high quality math instruction for diverse learners.

  Tags:

- (Not started) Hold quarterly data meetings (using NWEA as well as formative classroom data) with teachers to analyze student growth and progress toward goals which will inform more tailored differentiation of instruction

  Tags:Math: Formative Assessment

- (Not started) Hold a Family Math-focused STEM Night each Fall to introduce parents to games, strategies and resources to support math skills at home

  Tags:FACE2: Parent Engagement

	- (Not started) Plan school-wide Buddy Activities that incorporate math games throughout the school year Tags:OSEL: Supportive School Environment - (Not started) Research and explore new math curricular materials Tags:Math: Curriculum - (Not started) Recruit math teachers for STEM team Tags: - (Not started) Ensure that all DLs have meaningful access to social emotional learning curriculum as well as appropriate tiered interventions, if needed. Tags:OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions

Strategy 3

If we do...	Use backward planning to expand access to inquiry-driven and culturally relevant instruction, provide opportunities for all students to engage with complex texts and rigorous tasks, prioritize the development of teacher collaboration and focus on the level of cognitive demand and rigor in Reading and Mathematics lessons,
Then we see...	Teachers using NWEA and other formative data to differentiate instruction as well as increased student engagement in Math and Reading classes
which leads to...	Increased Math and Reading growth on NWEA among all students (from the 54th percentile to 70th percentile in Math and from the 53rd percentile to the 70th percentile in Reading over two years)
Budget Description	Allocate funds for substitutes, instructional materials, diverse/multicultural library books, texts in native languages of EL population, professional development. Protect time for grade level planning and student data/work analysis, peer and school visits. Leverage parent groups and student leaders to increase family engagement.
Tags	Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OSEL: Supportive Classroom Environment
Action steps	- (Not started) With the support of LEAD180 coaching and their Instructional Toolkits, establish and publicly share a school-wide scope and sequence & resource guide for Math and Reading instruction across all grade levels Tags:Curriculum

- (Not started) Provide sub coverage for teachers to work in teams on unit plans

  Tags:

- (Not started) Plan and implement balanced literacy and balanced math blocks that include a balance of whole group, small group and independent work time.

  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

- (Not started) Provide professional development around the following topics: using data to provide differentiated small group instruction, deepening understanding of CCSS Mathematics and Reading standards, using the Hess' Cognitive Rigor Matrix to increase cognitive demand, implementing inquiry-based learning, teaching with culturally relevant texts, conferencing with students around data, providing more opportunities for student choice, etc.

  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Formative Assessment

- (Not started) Budget for materials for diverse classroom libraries, easier access to high interest informational texts, Ready Common Core texts, etc.

  Tags:

- (Not started) Provide time during grade level meetings for teachers to review student NWEA data and regularly analyze student work to inform plans for differentiated, small group instruction within the classroom. These plans will address student needs at all levels of academic achievement - those in need of additional supports, as well as those in need of additional challenge.

  Tags:Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) Invite teachers to participate in peer visits to seek implementation strategies for differentiation and high levels of cognitive demand among all students and learning environments.

  Tags:

- (Not started) Identify classrooms with effective practices for small group differentiated instruction and high levels of rigor in other schools and plan visits.

  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks

- (Not started) Plan for quarterly student conferences/goal setting meetings between teachers and students.

  Tags:Student Voice, Engagement, and Civic Life

- (Not started) Provide parent workshops about NWEA data and supporting targeted Math/Reading skills at home

  Tags:FACE2: Parent Engagement

- (Not started) Increase parent engagement/communication: update teacher websites monthly, make regular phone calls home, invite families for conferences, connect through Parent Portal, maintain updated parent contact info in the office, etc.

  Tags:

- (Not started) Implement executive functioning curriculum across grade levels (using materials from Rush Neurobehavioral Center)

  Tags:OSEL: Supportive Classroom Environment

- (Not started) Organize Career Fair for upper grade students (make connections between classroom learning and real world job opportunities)

  Tags:Transitions, College & Career Access, & Persistence

- (Not started) Schedule biweekly MTSS team meetings to review student progress monitoring data and analyze the effectiveness of academic/social emotional interventions; make adjustments to intervention plan as needed

  Tags:MTSS, OSEL: Tier 2 and 3 Interventions

- (Not started) Create a differentiation implementation checklist to be used as guidance for teachers around school-wide expectations for differentiating instruction as well as a feedback tool during informal classroom visits.

  Tags:MTSS: Fidelity of Implementation

- (Not started) Deliver instruction tailored to student needs, interests, abilities, and English language proficiency across all grade levels and content areas. Lesson and unit plans will highlight adjustments needed to support and challenge students at all levels.

  Tags:OSEL: Supportive Classroom Environment

- (Not started) Administration will create a schedule for providing ongoing feedback on lesson/unit plans and their implementation in the classroom to ensure that all students' needs are being met academically as well as social-emotionally.

  Tags:Leadership for Continuous Improvement

- (Not started) Each year, deliver a mid-year survey to students to get feedback on their learning environments and academic experiences. Share results with

	teachers and create action steps to ensure that student voices are heard and needs are met. Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment • (Not started) Ensure that all students participate in weekly social-emotional learning instruction, including lessons topics such as demonstrating empathy, self-advocacy, problem-solving skills, communication skills and team work. Tags:OSEL: SEL Instruction

Action Plan

Strategy 1

Ensure that ELs are properly identified and screened

Aug 31, 2020 to Jun 17, 2022 - ELPT, Clerk, Pre-k teacher

Ensure that ELs are placed in classrooms with ESL endorsed teachers

Jul 01, 2020 to Jun 17, 2022 - ELPT and administration

Create comprehensive professional development plan about scaffolding for English Learners and using WIDA data to differentiate language demands of standards-based instruction

Jul 01, 2020 to Sep 18, 2020 - Administration and ILT

Deliver ongoing PD to teachers, including OLCE?s English Language Development modules

Oct 05, 2020 to Jan 29, 2021 - ELPT

Maintain inventory and budget for the following resources: RAZ Kids, Rosetta Stone, BrainPOP ELL, Native language texts

Jul 01, 2020 to Oct 02, 2020 - Administration, Clerk and ELPT

Write unit plans that include strategic planning for academic language learning across content areas

Sep 08, 2020 to Jun 17, 2022 - Teachers

Provide time for teachers to analyze ACCESS data and explain scores to students and families

Sep 08, 2020 to Oct 09, 2020 - Administration, ELPT, Teachers, parents, students

Deliver parent resources and workshops on supporting English learners and developing academic language across content areas

Oct 05, 2020 to Mar 31, 2022 - ELPT, EL Committee, BAC

Establish an EL Team and create a schedule for regular team meetings

Aug 03, 2020 to Sep 04, 2020 - Administration

Provide feedback to teachers on lesson/unit plans and adjustments needed to support English language development

Sep 28, 2020 to Jun 17, 2022 - Administration

Develop and implement school-wide system for displaying academic vocabulary for each unit of study in classrooms (ex: unit word walls)

Sep 08, 2020 to Oct 02, 2020 - ELPT and EL Committee

Conduct walk-throughs to give feedback to teachers on classroom environment, classroom libraries and linguistic supports for ELs

Oct 05, 2020 to Nov 20, 2020 - ELPT & EL committee

Create Newcomer support kits for students and parents

Sep 02, 2020 to Oct 02, 2020 - ELPT, EL committee, BAC, Counselor, Parents

Dedicate Chromebooks to classrooms with ELs

Sep 03, 2020 to Oct 02, 2020 - Tech coordinator and ELPT

When possible, provide translated copies of school flyers to languages spoken by families in the school

Sep 01, 2020 to Jun 17, 2022 - Bilingual staff

Continue to provide opportunities within classrooms and throughout the school for students to share and learn about students' home cultures and languages.

Jul 01, 2020 to Jun 17, 2022 - Teachers and EL Team

Ensure that ELs have meaningful access to participate in weekly social emotional learning curriculum, as well as access to any needed tiered SEL supports or interventions.

Sep 08, 2020 to Jun 17, 2022 - Teachers and counselor

Strategy 2

Create comprehensive professional development plan for teachers and paraprofessionals

Jul 01, 2020 to Sep 11, 2020 - Administration and Case Manager

Provide PD on co-teaching models, differentiating instruction, goal setting, progress monitoring for teachers, diving deep into the CCSS Mathematics standards and Instructional Toolkits provided by LEAD180

Sep 02, 2020 to Jun 17, 2022 - Administration, case manager and co-teachers

Hold monthly DL team meetings with case manager

Sep 08, 2020 to Jun 10, 2022 - Administration and Case Manager

Schedule time for instructional coaching and feedback with case manager

Sep 08, 2020 to May 27, 2022 - Case Manager

Develop discussion questions to guide decision for most appropriate instructional setting/placement during IEPs

Sep 02, 2020 to Oct 02, 2020 - Case Manager and DL teachers

Develop master schedule and provide sub coverage for teachers in the Spring to collaborate

Mar 08, 2021 to Jun 03, 2022 - Case manager, Administration and scheduling team

Strategically utilize school-based fund as well as IL-EMPOWER grant funds for the following resources: math manipulatives, Touch Math, IXL, Moby Max, Freckle, etc.

Jul 01, 2020 to Sep 04, 2020 - Administration, Clerk

Utilize IL-EMPOWER grant funds to provide after school tutoring for DLs

Sep 28, 2020 to May 27, 2022 - Teachers & DL Teachers

Connect with universities to secure tutors/volunteers to work with students

Sep 14, 2020 to May 27, 2022 - Administration and Counselor

Establish and publicly share a school-wide scope and sequence & resource guide for math instruction across all grade levels

Sep 08, 2020 to Dec 18, 2020 - Teachers

Ensure that DL teachers have access to all teacher manuals and instructional resources

Jul 01, 2020 to Sep 08, 2020 - Administration

Provide feedback to teachers on lesson/unit plans and instruction via informal class visits

Aug 17, 2020 to Jun 17, 2022 - Administration

Invite DL teachers to participate in peer visits in order to gather more ideas for implementation of high quality math instruction for diverse learners.

Sep 28, 2020 to Apr 01, 2022 - Administration, ILT and teachers

Hold quarterly data meetings (using NWEA as well as formative classroom data) with teachers to analyze student growth and progress toward goals which will inform more tailored differentiation of instruction

Oct 05, 2020 to Jun 17, 2022 - Administration and teachers

Hold a Family Math-focused STEM Night each Fall to introduce parents to games, strategies and resources to support math skills at home

Sep 08, 2020 to Oct 30, 2020 - STEM Team and Math teachers, students, PTO

Plan school-wide Buddy Activities that incorporate math games throughout the school year

Sep 14, 2020 to May 27, 2022 - STEM Team, Math teachers and Climate Team, students

Research and explore new math curricular materials

Sep 14, 2020 to Mar 26, 2021 - ILT & STEM Team

Recruit math teachers for STEM team

Jul 01, 2020 to Sep 04, 2020 - Administration and teachers

Ensure that all DLs have meaningful access to social emotional learning curriculum as well as appropriate tiered interventions, if needed.

Sep 08, 2020 to Jun 17, 2022 - Teachers and counselor

Strategy 3

With the support of LEAD180 coaching and their Instructional Toolkits, establish and publicly share a school-wide scope and sequence & resource guide for Math and Reading instruction across all grade levels

Sep 08, 2020 to Oct 30, 2020 - Teachers

Provide sub coverage for teachers to work in teams on unit plans

Sep 21, 2020 to Jun 18, 2021 - Administration and clerk

Plan and implement balanced literacy and balanced math blocks that include a balance of whole group, small group and independent work time.

Sep 02, 2020 to Jun 17, 2022 - Teachers

Provide professional development around the following topics: using data to provide differentiated small group instruction, deepening understanding of CCSS Mathematics and Reading standards, using the Hess' Cognitive Rigor Matrix to increase cognitive demand, implementing inquiry-based learning, teaching with culturally relevant texts, conferencing with students around data, providing more opportunities for student choice, etc.

Sep 02, 2020 to May 27, 2022 - Administration, District Offices/Network Team, Teachers, ILT, outside professional development providers

Budget for materials for diverse classroom libraries, easier access to high interest informational texts, Ready Common Core texts, etc.

Jul 01, 2020 to Sep 04, 2020 - Administration, Clerk

Provide time during grade level meetings for teachers to review student NWEA data and regularly analyze student work to inform plans for differentiated, small group instruction within the classroom. These plans will address student needs at all levels of academic achievement - those in need of additional supports, as well as those in need of additional challenge.

Sep 02, 2020 to Jun 17, 2022 - Administration and teachers

Invite teachers to participate in peer visits to seek implementation strategies for differentiation and high levels of cognitive demand among all students and learning environments.

Oct 05, 2020 to May 27, 2022 - Administration, Teachers, ILT

Identify classrooms with effective practices for small group differentiated instruction and high levels of rigor in other schools and plan visits.

Sep 21, 2020 to Nov 27, 2020 - Administration, teachers and Network ISL

Plan for quarterly student conferences/goal setting meetings between teachers and students.

Sep 21, 2020 to Jun 17, 2022 - Administration, teachers, and students, parents

Provide parent workshops about NWEA data and supporting targeted Math/Reading skills at home

Sep 28, 2020 to Nov 20, 2020 - Administration, Clerk, Attendance team, Culture and Climate, MTSS, Counselor, Lion Leaders

Increase parent engagement/communication: update teacher websites monthly, make regular phone calls home, invite families for conferences, connect through Parent Portal, maintain updated parent contact info in the office, etc.

Aug 24, 2020 to Jun 17, 2022 - Administration, Counselor, Teachers, PTO and LSC

Implement executive functioning curriculum across grade levels (using materials from Rush Neurobehavioral Center)

Sep 02, 2020 to Jun 17, 2022 - Administration, Counselor, Case Manager, DL team and teachers

Organize Career Fair for upper grade students (make connections between classroom learning and real world job opportunities)

Jan 04, 2021 to Jan 29, 2021 - Counselor, Parents, students

Schedule biweekly MTSS team meetings to review student progress monitoring data and analyze the effectiveness of academic/social emotional interventions; make adjustments to intervention plan as needed

Sep 02, 2020 to Jun 17, 2022 - MTSS team, administration, case manager

Create a differentiation implementation checklist to be used as guidance for teachers around school-wide expectations for differentiating instruction as well as a feedback tool during informal classroom visits.

Sep 14, 2020 to Oct 30, 2020 - Administration and ILT

Deliver instruction tailored to student needs, interests, abilities, and English language proficiency across all grade levels and content areas. Lesson and unit plans will highlight adjustments needed to support and challenge students at all levels.

Sep 08, 2020 to Jun 17, 2022 - Teachers

Administration will create a schedule for providing ongoing feedback on lesson/unit plans and their implementation in the classroom to ensure that all students' needs are being met academically as well as social-emotionally.

Sep 08, 2020 to Jun 17, 2022 - Administration

Each year, deliver a mid-year survey to students to get feedback on their learning environments and academic experiences. Share results with teachers and create action steps to ensure that student voices are heard and needs are met.

Jan 11, 2021 to May 27, 2022 - Climate & Culture Team

Ensure that all students participate in weekly social-emotional learning instruction, including lessons topics such as demonstrating empathy, self-advocacy, problem-solving skills, communication skills and team work.

Sep 08, 2020 to Jun 17, 2022 - Counselor and administration

Fund Compliance

ESSA Program

[ ]

ESSA Schoolwide Program

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

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)
Strategies to increase parent involvement, such as family literacy services. (Blank)
Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings. (Blank)
Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program. (Blank)
Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (Blank)
Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished. (Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

Policy Implementation Activities

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

[X] **<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>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[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.)

Onahan?s vision is to provide a safe and fun learning environment that promotes mutual respect, inclusion and creative problem-solving. Our team works to inspire the interests and meet the academic and social-emotional needs of all students. With every decision we face, we keep the best interest of children at heart.

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 will follow the CPS calendar for parent-teacher conferences. During conferences, teachers, parents and students will discuss the child's academic as well as social-emotional development. When possible, these conferences will be student-led.

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 will receive progress reports every 5 weeks. Parents also have ongoing access to student grades through Parent Portal. They may schedule an appointment with their child's teacher to discuss concerns at any time.

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

Staff is available for consultations with parents during their prep period. If the staff agrees, they may also meet before or after school. Parents can use the school website to email teachers directly to make arrangements.

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 and family members may volunteer any time, upon security clearance through the District's system. They may contact the teacher to support directly, or call the office for a placement.

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

Parents will assist learning by encouraging daily attendance and on-time arrival, monitoring of homework completion and grades on Parent Portal and participation at various academic family events and workshops at school.

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

The parents may contact any staff member at any time via email. Staff will respond within 24 hours and make arrangements to meet and discuss decisions relating to their child's education.

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

Students will attend school on time every day, follow our school-wide ROAR expectations, be an active participant in class, complete assignments at home as needed, maintain an assignment notebook to stay on track, participate in conferences with teachers, etc.

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 by used only by parents.	$0.00