Peter A Reinberg Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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James Quinlan	Teacher	jquinlan2@cps.edu	Has access
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Crystal Battin	Teacher	crbattin@cps.edu	No Access
Lujdza Rufo-Valle	ELPT	lsrufo-valle@cps.edu	No Access
Kelly Holpuch	Counselor	kholpuch@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/30/2020	ILT	
01/31/2020	Staff	

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 2 - Leadership for Continuous Improvement
  - 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)
  - 2 Enable staff to focus and prioritize what matters most
  - 2 Employ the skills to effectively manage change
  - 2 Make ?safe practice? an integral part of professional learning
  - 2 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**:
- 3 - Structure for Continuous Improvement
  - 2 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
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 2 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 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)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 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)
  - 4 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**:
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 4 Use questioning and discussion as techniques to deepen student understanding
  - 4 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**:
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy

- o 3 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**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 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 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 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 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 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)
  - 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 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 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 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - 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 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 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 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 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 3 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 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 2 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 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 3 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 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)
  - o 3 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 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 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: MTSS	**1**
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**2**
2	Quality and Character of School Life: Physical and Emotional Safety	**0**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**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	Math Attainment in Students in Grades 3-8
Root Cause 1	NA
Area of Critical Need 2	Growth on ACCESS in all grade levels
Root Cause 2	Lack of common planning time between gened and EL teachers
Area of Critical Need 3	Math Growth in Students in Grade 3-8

Root Cause 3	NA
Area of Critical Need 4	Attendance

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS According to our ACCESS data and teacher input, this is an area of critical need for Reinberg.	EL		40.00	45.00
	Latinx		40.00	45.00
Vision: NWEA Growth G3-8 (Math) After reviewing our NWEA EOY data and teacher input, it was determined that this is an area of critical need.	Overall		60.00	67.00
	Students with IEPs		60.00	67.00
Vision: NWEA Attainment G2-8 (Math) After reviewing our NWEA EOY data and teacher input, it was determined that this is an area of critical need.	Overall		65.00	71.00
	Students with IEPs		40.00	45.00
(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 We improved to Organized and our goal is to become Well Organized.				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...	provide targeted, quality, researched based PD to our staff focused on Tier 1 instruction in Reading, Math and using STEAM Philosophy
Then we see...	teachers that adjust their instruction and activities to meet the needs of their students
which leads to...	increase student growth on ACCESS by 5% and EL growth on NWEA in Math 5% and Reading by 3% Increase 5Essentials collaborating teachers from Organized to Well Organized, and STEAM strategies being used by all teachers during observations.
Budget Description	
Tags	
Action steps	(Not started) Provide ongoing professional learning opportunities around language and cultural considerations including, but not limited to, WIDA CAN DO descriptors, language objectives, and MPIs. Tags: (Not started) Provide ongoing professional learning opportunities around Balanced Literacy including, but not limited to, the Daily 5 framework, CAFE strategies, and Lucy Calkins Writer's Workshop Tags:

	• (Not started) Provide ongoing professional learning opportunities around Math instruction and strategies, as well as STEAM strategies with Common Core areas of focus and pedagogical strategies. Tags: • (Not started) Dedicate collaboration time for teachers and administration to prepare for and reflect upon implementation of ongoing professional learning. Tags: • (Not started) Provide support for teacher engagement with a variety of technology platforms for all content areas. Tags:

Strategy 2

If we do...	support implementation and monitoring of Tier 1 SEL Curriculum, "Second Step" across all grade levels in conjunction with supportive SEL strategies such as Calm Classroom and Restorative Practices
Then we see...	we will have teachers whose knowledge of SEL standards & competencies will increase; teacher knowledge of SEL instructional practices will increase; teacher ability to integrate SEL curriculum into classroom content will increase, increase students competency in applying SEL skills to deal with a range of issues
which leads to...	an increase in SEF ratings for Physical and Emotional Safety from 2 to 3 in the subcategory "Students and adults feel physically, socially, intellectually, and emotionally safe throughout the school", an increase in attendance from ___ to ____, and a decrease in middle school students reporting they need support in dealing with the following issues (as reported through counselor-created needs assessment BOY SY19): Dealing with Anxiety: 47%, Dealing with Stress:46%, Feeling Sad or Depressed Most of the Time: 27%, Dealing with Worries about Making Mistakes or Failing: 63, Feeling Like I "Don't Fit In": 38%
Budget Description	
Tags	Physical and Emotional Safety
Action steps	• (Not started) Provide professional development to all staff members using Second Step: Refresher on the program purpose and competencies addressed and how to use it, as well as time to review the data and plan out implementation for the year. Tags:MTSS: Fidelity of Implementation, OSCPA: Social/Emotional Support, OSEL: SEL Instruction, OSEL: Supportive School Environment

	• (Not started) School-wide instructional schedules will include SEL instructional time in grades Pre-K-8th. Tags:MTSS: Curriculum & Instruction, OSEL: SEL Instruction, OSEL: Supportive School Environment • (Not started) MTSS/BHT will create a system to monitor implementation of school wide Second Step Curriculum, including a plan for the School Counselor to co-teach lessons (at least quarterly) to support teacher confidence and competency with the curriculum. Tags:MTSS: Fidelity of Implementation, OSEL: SEL Instruction, OSEL: Supportive School Environment

Strategy 3

If we do...	Identify students who are not meeting Tier 1 expectations, create goals, align interventions and progress monitor in the following areas: - academic - SEL - attendance rates
Then we see...	* Students meeting and exceeding standards in reading and math * Students attaining academic growth (2-3%) and SEL growth * Identification of appropriate interventions for students or groups of students not making adequate progress. * The effectiveness of appropriate interventions being provided using progress monitoring data * An increase in students attendance
which leads to...	*SQRP Attainment and Growth (Attainment: math 2-3% increase, reading 2-3% increase), (Growth: math 2-3% increase, reading 2-3% increase) *A positive effect on literacy and math scores as measured by NWEA, MAP, Amplify, ACCESS and performance tasks. An increase compared to previous years. *A higher percentage of students on-track.An increase compared to previous years.
Budget Description	
Tags	Instruction
Action steps	• (Not started) Design staff survey/format for input to gather information from teachers about how they can be best supported by MTSS team Tags: • (Not started) During scheduling/class planning before school starts, review student data by grade and use information to help create bilingual and DL schedule of supports and design a plan for tiered instruction Tags:

	• (Not started) Administer BOY NWEA and follow up at grade-level meetings with rep of EL, DL, MTSS team to discuss student needs and design interventions/support Tags: • (Not started) Plan with GLT what differentiated instruction will look like for the year so that a system is in place for interventions to be provided once student baseline data is analyzed and interventions are created Tags:

Strategy 4

If we do...	differentiate professional learning, mentoring & support of all staff, through the use of consistent structured time
Then we see...	staff receptiveness to new strategies, trying new pedagogical approaches, improved collaboration and consistent curriculum being taught both vertically and horizontally
which leads to...	an increase of NWEA Math, Reading growth scores of 2% in grades 3rd-8th and ACCESS growth of 3% (adjust when PL areas have been determined)
Budget Description	
Tags	
Action steps	• (Not started) Create ILT that has representation from each grade band / information from ILT is shared at GLTs with opportunities for feedback / improving opportunities for reciprocation. The ILT will share a full record of notes from each meeting Tags: • (Not started) ILT will analyze multiple data points (5 essentials, SEF, NWEA, ACCESS ,SQRP, mClass, teacher surveys, learning walks) to determine areas of PL Tags: • (Not started) ILT will create a cohesive PL plan for the year that includes GLTs ,PD and Flex days Tags: • (Not started) Create, share and manage a central electronic location to provide resources to support GLTs ,PD, ILT, and Flex days

	Tags:
	• (Not started) Provide consistent, structured and more focused weekly GLMs/ to plan and reflect around PL plan and student work
	Tags:
	• (Not started) Learning Walks to support quality of teaching and consistency of curriculum across grade levels for Literacy and Math
	Tags:
	• (Not started) Ongoing efforts to improve teacher to Administration relationships and trust. For example, monthly before/after school voluntary meetings ("PrinciPAL") with admin "face to face Reinberg Review" style of info sharing
	Tags:

Action Plan

Strategy 1

Provide ongoing professional learning opportunities around language and cultural considerations including, but not limited to, WIDA CAN DO descriptors, language objectives, and MPIs.

Aug 01, 2020 to Jun 30, 2021 - Principal/AP

Provide ongoing professional learning opportunities around Balanced Literacy including, but not limited to, the Daily 5 framework, CAFE strategies, and Lucy Calkins Writer's Workshop

- Principal/AP

Provide ongoing professional learning opportunities around Math instruction and strategies, as well as STEAM strategies with Common Core areas of focus and pedagogical strategies.

- Principal/AP

Dedicate collaboration time for teachers and administration to prepare for and reflect upon implementation of ongoing professional learning.

-

Provide support for teacher engagement with a variety of technology platforms for all content areas.

-

Strategy 2

Provide professional development to all staff members using Second Step: Refresher on the program purpose and competencies addressed and how to use it, as well as time to review the data and plan out implementation for the year.

Aug 26, 2020 to Nov 18, 2020 - MTSS/BHT

School-wide instructional schedules will include SEL instructional time in grades Pre-K-8th.

Jul 01, 2020 to Aug 31, 2020 - MTSS/BHT

MTSS/BHT will create a system to monitor implementation of school wide Second Step Curriculum, including a plan for the School Counselor to co-teach lessons (at least quarterly) to support teacher confidence and competency with the curriculum.

Jul 01, 2020 to Nov 18, 2020 - MTSS/BHT

Strategy 3

Design staff survey/format for input to gather information from teachers about how they can be best supported by MTSS team

Aug 01, 2020 to Sep 05, 2020 - Admin/ILT

During scheduling/class planning before school starts, review student data by grade and use information to help create bilingual and DL schedule of supports and design a plan for tiered instruction

-

Administer BOY NWEA and follow up at grade-level meetings with rep of EL, DL, MTSS team to discuss student needs and design interventions/support

-

Plan with GLT what differentiated instruction will look like for the year so that a system is in place for interventions to be provided once student baseline data is analyzed and interventions are created

-

Strategy 4

Create ILT that has representation from each grade band / information from ILT is shared at GLTs with opportunities for feedback / improving opportunities for reciprocation. The ILT will share a full record of notes from each meeting

Sep 01, 2020 to Jun 01, 2022 - Admin/ILT

ILT will analyze multiple data points (5 essentials, SEF, NWEA, ACCESS ,SQRP, mClass, teacher surveys, learning walks) to determine areas of PL

Jun 30, 2020 to Jul 31, 2020 - Admin/ILT

ILT will create a cohesive PL plan for the year that includes GLTs ,PD and Flex days

Aug 01, 2020 to Aug 01, 2021 - Admin/ILT

Create, share and manage a central electronic location to provide resources to support GLTs ,PD, ILT, and Flex days

- Admin/ILT & Teachers

Provide consistent, structured and more focused weekly GLMs/ to plan and reflect around PL plan and student work

- Admin/ILT

Learning Walks to support quality of teaching and consistency of curriculum across grade levels for Literacy and Math

- Admin/ILT

Ongoing efforts to improve teacher to Administration relationships and trust. For example, monthly before/after school voluntary meetings ("PrinciPAL") with admin "face to face Reinberg Review" style of info sharing

- Admin/ILT

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.

Yes

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

Yes

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.

Yes

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).

Yes

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

Search colleges and post on CPS site. Conduct comprehensive interview process.

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.

Yes

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

Yes

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.

Yes

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.

Yes

> **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.**
>
> Yes

> **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.**
>
> Yes

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.**
>
> The current Parent Involvement Policy will be posted on the Reinberg website and will be available in the main office for review. Input, suggestions and
> feedback from parents will be encouraged at all PAC, LSC and NCLB 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

An Annual Title 1 Informational Meeting and Organizational Meeting will be held as soon as allowable and monthly PAC meetings will also take place.
Meeting notifications will be posed on the school website, printed in the monthly school newsletter, printed on the monthly calendar, and posted on the school
marquee. In addition, a notice of meetings and agendas will be posted on the "Parent Bulletin Board" located on the main floor of the school.

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.

Teachers are available to meet with parents, and are welcomed to schedule a conference during teachers preparation periods . Parents may also schedule
meetings with administration at anytime. Suggestions may be made orally, or in writing to the principal. The principal will respond to the suggestions at all
PAC and LSC meetings.

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.

When NWEA scores are received we send home copies of the "Parent Report" along with instructions on how to interpret student scores.

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.

The school receives letters regarding the highly qualified status of regularly appointed teachers. These letters are forwarded home with the students. If a
teacher who is regularly assigned is going to be out for an extended period of time, notification will be sent, via a letter sent home with the students, as to the
highly qualified status of the substitute teacher.

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.

Our LSC, and teachers, will actively recruit parents as volunteers and encourage participation at PAC and LSC meetings. Reinberg will continue to host
family reading and math nights. Participation at citywide parent workshops will be encouraged via flyers and notification on the schools website. To the extent
possible, transportation will be provided for parents to attend such workshops.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to

improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Reinberg will continue to offer classes to parents so that they are better able to understand and assist their children with their schoolwork. We will continue to
provide computer stations for parents to use throughout the school day to access the Parent Portal so that they can monitor their students progress.
Assistance with accessing and understanding the information on the Parent Portal will be available before and after school, or during the school day with an
appointment. We will continue to offer family reading and family STEAM nights.

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.

To the extent available, the school will offer professional staff development opportunities that focus on these topics.

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.

We will continue to encourage parents to be active in the PAC and LSC. Our LSC members will actively recruit parents to volunteer in the school and to
attend PAC and LSC meetings. Family reading and math nights will continue. We will continue to work with Metropolitan Family Services to provide more
services to parents.

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.

Notices and agendas for PAC and LSC meetings will be posted on the "Parent Bulletin Board" at least 48 hours prior to the meetings. Meetings and other
programs (i.e. family reading and STEAM night) will also be posted on the monthly school calendar, monthly newsletter and the school marquee. Additionally,
they will be posted on social media and the school website which can be accessed in different languages.

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] **\ The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.\ **
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) The Reinberg community, which includes students, staff, and families, has a shared responsibility for learning and will use varied resources and collaboration to ensure every student reaches their fullest potential. Staff will design a challenging curriculum to meet ALL students? needs through differentiated instruction. Students will apply appropriate concepts and skills to real world, complex, and open-ended situations within and beyond the classroom. Students will analyze texts and engage in discourse with peers to justify their viewpoints. Students will take ownership of their learning and advocate for themselves as they work towards meaningful independence. Families will support students and staff in their endeavors to develop well-rounded, educated, productive global citizens.
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled. Parent conferences will be held on report card pickup days on November 18, 2020 and April 21, 2021. Conferences with parents will also be scheduled as needed throughout the year.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. The school will distribute progress reports to parents during the 6th week of every quarter as follows: October 9, 2020, December 18, 2020, March 12, 2021 and May 21 2021. Quarterly report cards will be distributed to parents on November 18, 2020, February 12, 2021, April 21, 2021, and June 22, 2021. All teachers enter student grades into ASPEN and parents are encouraged to monitor their students progress via the parent portal.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. Parents may make appointments with teachers during teachers preparation times. Parents will also be able to communicate with teachers by sending emails using Parent Portal.

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 invited to participate in class field trips, register as a parent volunteer with the school, and join the PTC (Parent - Teacher Committee). There are
also activities planned by the Parent Involvement Committee, and events such as workshops, assemblies, family reading nights, family STEAM nights, and
performances that parents are encouraged to attend and participate in.

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

Parents are expected to monitor attendance and homework completion. All parents are encouraged to utilize the Parent Portal to monitor completion of
assignments and test scores as well. Assistance is available to the parents for this purpose. Parents are also expected to have children at school on time
and prepared for school everyday. If students are late or absent, parents are expected to send a note to the school stating the reason. Parents are
encouraged to attend family reading and math nights, report card pick-up and any other scheduled meetings/conferences.

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 invited to attend LSC, NCLB, PAC, and BAC meetings to discuss educational decisions. Parents will also communicate with teachers via phone
conversation or written communication in student agendas and notes home. Parents are also able to use the notes section in Parent Portal to send emails to
teachers. Also parents may request conferences with teachers and/or administration to discuss any specific educational concerns or issues.

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

Students will assure academic achievement through good attendance, completion of classwork and homework, and a positive attitude towards school.
Students needing extra support will be given intervention during the regular school day and many are also able to attend extended day programs when
necessary.

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.

To increase parental involvement and training for parents. This will help parents assist their children at home to increase academic achievement and

educational success. Reinberg will provide workshops throughout the year on topics ranging from Parent Portal access to NWEA success and information.
Also informational sessions on new application process,GoCPS. Dates, and timeline to be determined after discussion of needs with parents.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

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.	$1000.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1000.00
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.	$799.00
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.	$400.00
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