

# Jonathan Y Scammon Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
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Maria Maldonado	Parent Rep/LSC Rep	maldonado.ma0310@gmail.com	No Access
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Laura Kachtou	5th Grade Teacher	lkachtou@cps.edu	No Access
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Lynn Samartino	DL Teacher	lmsamartino@cps.edu	No Access

## Team Meetings

Date	Participants	Topic
02/18/2020		
03/04/2020		
04/23/2020		
05/06/2020		
06/02/2020		

# Framework

## Category scoring

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

## Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 2 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 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
  - 2 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:** evidence

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:**
- 3 - Balanced Assessment and Grading
  - 2 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
  - 3 Improve and promote assessment literacy

- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:**
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 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)
  - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 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)
- 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)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:**

## Quality and Character of School Life

- 2 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics

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

## School Excellence Framework Priorities

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

## Goals

### Areas of critical need and root cause analysis

Area of Critical Need 1	K-2 Literacy Attainment
Root Cause 1	Lack of established curriculum
Area of Critical Need 2	Relational trust (Teacher-Teacher)
Root Cause 2	Changes and lack of collaboration
Area of Critical Need 3	Writing- vertical alignment across grade levels

Root Cause 3	Lack of expectations and scope and sequence
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[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 Attainment Percentile - Reading (Grade 2)	Overall		60.00	70.00
(Blank)				
(Blank)				
(Blank)				
(Blank)				
(Blank)				

### Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> We will use the data from the 5 essentials, specifically in the domain of "collaborative teachers" we are looking to improve "teacher to teacher trust" or relational trust				55.00	70.00

### Custom metrics (83% complete)



	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
IAR Written Expressions (Overall) We will use data from IAR to assess improvement in the area of writing proficiency for students in 3rd-8th grade. We are looking to see a 10% increase each year in the number of students that are considered approaching and meeting/exceeding expectations in written expression,	60.30			66.30	72.93
IAR Writing Conventions (Overall) We will use data from IAR to assess improvement in the area of writing proficiency for students in 3rd-8th grade. We are looking to see a 10% increase each year in the number of students that are considered approaching and meeting/exceeding expectations in writing conventions.	60.60			66.60	73.20
Kindergarten Reading Attainment (%-tile) (Blank)				50.00	55.00
1st Grade Reading Attainment (%-tile) (Blank)				55.00	60.00

## Strategies

### Strategy 1

If we do...	Develop balanced literacy approach for reading instruction that is aligned to the standards.
Then we see...	Consistency of content and standards addressed and progression of skills in primary ELA instruction.
which leads to...	An increase in primary literacy (K-2) attainment as indicated by the Spring NWEA reading assessment. Kindergarten percentage increase from __% SY 2018-2019 to 50% SY 2019-2020 to 55% SY 2020-2021. First grade percentage increase from __% SY 2018-2019 to 55% SY 2019-2020 to 60% SY 2020-2021. Second grade percentage increase from 37% SY 2018-2019 to 60% SY 2019-2020 to 70% SY 2020-2021.
Budget Description	Local (115) Teacher position, Ext. Day - Buckets, Materials (instr. and software), Textbooks, Professional Development Consultants/vendors
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) Establish set curriculum for K-2</li> </ul>

Tags:

- (Not started) Set "core standards" of mastery for each grade level

Tags:

- (Not started) Internal and external professional development

Tags:

- (Not started) Primary literacy explicit GLT plan

Tags:

- (Not started) Establish explicit parent involvement activities

Tags:

- (Not started) School wide reading challenge/bok contest

Tags:

- (Not started) Common/shared language

Tags:

- (Not started) Establish PLCs centered around primary literacy

Tags:

- (Not started) After school programing for primary students

Tags:

- (Not started) Allocate funds to build libraries for primary classrooms

Tags:

- (Not started) Create Flex PD group focused on primary literacy focus

Tags:

- (Not started) ESL supports for students

Tags:

## Strategy 2

If we do...	streamline expectations around writing conventions.
Then we see...	Horizontal and vertical alignment for written expectations and practices.
which leads to...	An increase in the percentage of 3rd through 8th grade students attaining grade level expectations for written expression and writing conventions as reported on Illinois Assessment of Readiness (IAR). We will see a percentage increase of 10% each school year for each subarea. Written Expression 60% SY 2018-2019 to 66% SY 2019-2020 to 72% SY 2020-2021 and Writing Convention 61% SY 2018-2019 to 67% SY 2019-2020 to 73% SY 2020-2021.
Budget Description	Local (115) Teacher position, Ext. Day - Buckets, Materials (instr. and software), Textbooks, Professional Development Consultants/vendors
Tags	Curriculum, Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #3-Frequent Process-based Writing
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Writing benchmarks by grade level Tags:</li> <li>• (Not started) Increase writing opportunities/expectations around writing with pencil/paper Tags:</li> <li>• (Not started) School wide reading challenges, Emphasize literacy and reading (love of reading, competitions, etc) Tags:</li> <li>• (Not started) Create a team to explore and define scope and sequence (defining parameters surrounding length, expectations, transition, genre, exemplars) PreK to 8 Tags:</li> <li>• (Not started) Flex PD group to focus on writing priority Tags:</li> <li>• (Not started) Examine writing samples/student work Tags:</li> <li>• (Not started) Explore grammar workbooks (or software) that align to school wide scope and sequence -Allocating resources to investing in school wide aligned grammar practice (technology program?)</li> </ul>

	<p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Teacher captures and presents graded EOY writing sample Time for collaboration Team that can lead (the go to)</li> </ul> <p>Tags:</p>
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**Strategy 3**

If we do...	Increase structured opportunities for collaboration on a school wide level. Culture and climate and ILT will work in conjunction to develop community and culture between staff members.
Then we see...	A more organic level of communication between teachers centered around content and coherence. Teachers will have more face-to-face opportunities to work as a team with a common purpose, to build trust and strengthen the team relationship.
which leads to...	An increase in relational trust, teacher to teacher, as reported on the CPS 5 Essential survey. We will see a percentage increase of 40% SY 2018-2019 to 55% SY 2019-2020 to 70% SY 2020-2021.
Budget Description	Local (115) Substitute teacher (PD, programming, etc.), Ext. Day - Buckets
Tags	Relational Trust
Action steps	<ul style="list-style-type: none"> <li>(Not started) Peer observations program</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Set norms and agenda</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Communication expectations (google calendar?)</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) GLT meeting goals / set schedule</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Provide supports to new teams/ check ins</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Teacher driven/led professional development (collaboration, communication, frequency, strategies, google meets, consistency)</li> </ul>

	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Develop PLC/Group meetings</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Provide collaborative opportunities beyond grade level teams</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Culture and Climate lead staff wide trust/relationship building activities</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) ILT created to develop (template for DIY GLT, development plan for year, etc.)</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Fled PD group established to focus on relational trust priority</li> </ul> <p>Tags:</p>
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## Action Plan

### Strategy 1

Establish set curriculum for K-2

Jun 01, 2020 to Mar 31, 2022 - TBD

Set "core standards" of mastery for each grade level

-

Internal and external professional development

-

Primary literacy explicit GLT plan

-

Establish explicit parent involvement activities

-

School wide reading challenge/bok contest

-

Common/shared language

-

Establish PLCs centered around primary literacy

-

After school programing for primary students

-

Allocate funds to build libraries for primary classrooms

-

Create Flex PD group focused on primary literacy focus

-

ESL supports for students

-

## **Strategy 2**

Writing benchmarks by grade level

Jun 01, 2020 to Jun 30, 2021 - TBD

Increase writing opportunities/expectations around writing with pencil/paper

Jun 01, 2020 to Jun 30, 2021 - TBD

School wide reading challenges, Emphasize literacy and reading (love of reading, competitions, etc)

Jul 01, 2020 to May 31, 2021 - TBD

Create a team to explore and define scope and sequence (defining parameters surrounding length, expectations, transition, genre, exemplars) PreK to 8

-

Flex PD group to focus on writing priority

-

Examine writing samples/student work

-

Explore grammar workbooks (or software) that align to school wide scope and sequence -  
Allocating resources to investing in school wide aligned grammar practice (technology  
program?)

-

Teacher captures and presents graded EOY writing sample Time for collaboration Team that  
can lead (the go to)

-

### **Strategy 3**

Peer observations program

Sep 07, 2020 to Jun 30, 2021 - TBD

Set norms and agenda

Jun 01, 2020 to May 31, 2021 - TBD

Communication expectations (google calendar?)

Sep 01, 2020 to Feb 28, 2021 - TBD

GLT meeting goals / set schedule

-

Provide supports to new teams/ check ins

-

Teacher driven/led professional development (collaboration, communication, frequency,  
strategies, google meets, consistency)

-

Develop PLC/Group meetings

-

Provide collaborative opportunities beyond grade level teams

-  
Culture and Climate lead staff wide trust/relationship building activities

-  
ILT created to develop (template for DIY GLT, development plan for year, etc.)

-  
Fled PD group established to focus on relational trust priority

## 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)

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## **ESSA Targeted Assistance Program**

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

We have over 50% of our LSC is composed of parents within our school, as a result, the review and revision of the ESSA, Title I school parental and family engagement plan and policy will be reviewed within LSC meeting time throughout the school year. In addition, we have monthly PAC and BAC meetings where this will be reviewed. Scammon will provide numerous parent workshops, conferences and guest speakers to support parents.

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

The projected dates of the Title I Annual Meeting and PAC Organizational meeting is yet to be determined based on the current situation facing the country.

Funding and budgets are discussed and allocations are voted on. Scammon also holds PAC and BAC meeting each month at different times. A monthly letter and calendar sent home with students and distributed at parent meetings announce these meeting dates. An announcement and flyer is sent home with each student a week prior to the meeting. These are also displayed outside of the main building and annex building for parents and community members to view.

**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.**

During regularly held LSC, PAC and BAC meetings when suggestions are shared to the administration, these suggestions are noted by the secretary or minutes keeper and then discussed directly if not at the time, at the following meeting. When parent ideas are shared with teachers, those suggestions are also brought to the administration which will always be discussed and deliberated on and implemented when appropriate. Feedback is always given back those proposing the suggestion in a timely matter.

**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.**

Reports on student performance are sent home on a biannual basis during report card pickup. Reports shared are the NWEA growth report and Dibels/TRC data. Parents are invited to make appointments with teacher or administration or both, to discuss these scores if requested.

**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.**

Scammon works diligently to ensure that all teachers have the necessary endorsements and qualifications to teach the students in their assigned grade levels. In the case of a teacher that is not highly qualified, notification to the parents will be sent home in a timely manner. In the event that letters are generated by the state, letters would be sent to the school and addressed to the parents. All parent letters would be given to parents either through mail or during report card distribution. In the case that a teacher would become unqualified, a plan would be put in place to ensure that the teacher is on track to becoming highly qualified.

**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.**

Scammon holds various parent seminars and workshops on reading student data and understanding student content standards. These workshops are designed to help parents understand and read all assessments used to determine their child's success at school. This information is also shared during our regular BAC and BAC meetings.

**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.**

Scammon holds various parent seminars and workshops to become more involved with their school and their child's education. These workshops are

designed to help parents understand parent's role in homework, technology, computer based programs. A specialist, Dr. Ramirez, also came into Scammon during PAC meetings to speak to parents on how to work with your child in various areas to ensure success of the child.

**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.**

At the beginning of the school year and through various Flex PD opportunities, teachers are educated on successful strategies to use with parents, forms of encouraging parent communication and ideas to involve parents in the classroom and on a school level. Examples are shared with staff members utilizing google drive as well as teacher driven professional development and shared resources.

**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.**

Scammon will try to involve all parents in the preschool program as well as all grades. Parents of preschool aged children are asked to volunteer in the preschool classroom. Parents are asked to read with students, help with activities, assist with daily classroom responsibilities. Scammon has built a partnership with KidsFirst to support both students and parents in the GoCPS application process for high school acceptance. Parents attended several informational meetings to assist in this process. Additionally, PAC invited Dr. Ramirez to speak at each meeting in parent involvement in all areas of a child's life.

**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.**

All documents sent home to students regarding any school information is sent in both English and Spanish. Teachers know that all correspondence sent home must be approved by administration and translated to Spanish to ensure accurate communication at all times. Communication to parents are sent home weekly (on Wednesday) in a folder that all students were given in the beginning of the school year. Other forms of communication include the school website, marquee and parent bulletin board.

### 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>**

**The school will coordinate the parent and family engagement programs identified in the CIWP.**

**The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.**

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

n/a

## School-Parent Compact (Complete)

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

Vision Statement

We are a family of learners dedicated to improving ourselves and the world around us through hard work and kindness.

Mission Statement

Scammon School students, parents, staff and community work as a team to create knowledgeable and enthusiastic learners. We use rigorous research based curricula and incorporate technology which cater to individual learning styles. Together we will develop as responsible, caring, and contributing members of society.

Scammon has adopted two new curricula in reading (Engage NY) and math (enVision). Both are aligned with CCSS which allows for alignment across grade levels. Each grade level team works collaboratively to ensure scope and sequence and supplemental supports for student needs. Accommodations and differentiation are provided to ensure success for all students. All students have access to technology, on a 1:1 ratio, to enhance each unit of study and ensure students receive instruction at their level.

**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.**

All parents are given the opportunity to pick-up their child's report card and meet with their child's teacher on Report Card Pick-Up Days. This will occur in the first and third quarters. Parents can meet with teachers one-on-one to discuss and collaborate about the students progress and grades and any academic concerns. Parents are also informed that appointments can be made at any given time that is mutually agreed upon, between the teacher and parent, to discuss any issues that may be of concern to the parent regarding their child's performance. Parents are encouraged to leave a message for the teacher and teachers are instructed to return the call within 24 hours. Teachers also communicate with parents through their child's planner on a daily basis. Information can be informally shared using the student planner or through email. Parents also have the ability to keep track of their child's academic progress through the Parent Portal.

**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 receive progress reports every 5 weeks along with corresponding failure notices for students at risk. Teachers are encouraged to call or e-mail home to inform parents of any academic or behavioral issues. Parent and teacher conferences occur as needed between report card pick-up days. There are multiple assessments given throughout the year and results are given to parents providing information and input as to how their child is meeting standards and goals and their overall success. Parents also have access to the parent portal in which they can access their child's grades at any time.

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

All parents are invited to contact their child's teacher or call school if there is a concern. At this time, parent and teacher can arrange a mutually agreeable time to meet either before, or after school, or during a teachers prep period. Parents can meet with teachers in their classroom or one of the Administrative Offices. All departmental teachers are encouraged to attend meetings with parents to discuss the academic and behavioral progress of the child.

**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.**

Scammon will try to involve all parents in the primary program, as well as all grades. Parents of primary aged children are asked to volunteer in the preschool classroom. Parents are asked to read with students, help with activities, assist with daily classroom responsibilities. Parents are encouraged to attend any and all field trips at all grade levels. Other parents interested in volunteering at the school can, at any time, ask for an application from the main office or child's teacher. All completed applications are submitted for approval and await CPS background safety checks. Upon approval of the background check, parents are called and notified and welcomed to the school as a volunteer. Scammon has built a partnership with KidsFirst to support both students and parents in the GoCPS application process for high school acceptance. Parents attended several informational meetings to assist in this process.

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

Parents are encouraged to attend parent-teacher conference dates, Open Houses, parent seminars, school assemblies, PAC and BAC meetings, etc. Parents are also asked to check the planner nightly for any communication from the teacher and to check student homework assignments. Parent involvement should include working with their children to complete assignments if needed, acquire necessary resources to complete school work, and review all parent feedback assessment results from their child's testing scores. All parents are encouraged to call the school and set up meetings either before or after school to discuss how they can assist with their child's learning. Our goal at Scammon is to have all parents work along with the teachers as partners in their child's education. The school provides daily communication home for all absent students and meetings are requested when students fall below a 90% attendance rate.

**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 encouraged to actively engage in their child's education by working closely with the classroom teachers to ensure that all children are receiving the best education with additional consideration to ELLs, DL, and MTSS modifications that may be required. Parent meetings with administrators are scheduled when parents have concerns regarding the status or education of their child. Parents must prearrange meetings with classroom teachers to accommodate their classroom schedules. Email, notes home, and daily dialogue are utilized to a great degree in addition to parent teacher conferences that are held in between report card pick-up days.

**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).**

All students have the responsibility to attend school daily, on time, and in uniform. At Scammon, students must share in the responsibility of their own academic success by ensuring that they come to school prepared with the necessary materials and supplies, complete all of their homework and classwork assignments on time, follow all of the school rules, and work diligently to achieve their own success. In addition, students are held accountable through the student code of conduct as well as student behavior contracts. School expectations are shared in school planners for each student to reference. These expectations are reviewed with students by each homeroom teacher and students are expected to sign the SCC.

## Parent Budget (Complete)

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

The goal of all funding is to increase parental awareness and improve parent participation in student's academic and behavioral wellness. A parent seminar is given each month at the PAC meetings. Topics that are presented on are: helping children with reading, dealing with bullying, developing habits of effective students, disciplining your child, etc.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also	\$500.00

	purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1183.00
<b>54125</b>	<b>Consultants</b> 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)	\$2000.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$549.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$500.00