

Ashburn Community Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Rita Leary	Science Teacher	releary@cps.edu	Has access
Michele Soto	DL Teacher	mmsoto2@cps.edu	Has access
Tammi Munin	DL Teacher	tkmunin@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/10/2020	Jewel Diaz, Ashley Hegwood, Anita Muse	Add CIWP Team Members
01/13/2020		Survey SEF
01/28/2020		
01/31/2020		
02/11/2020		
02/25/2020		
03/10/2020		
03/24/2020		
04/14/2020		
04/28/2020		
05/12/2020		
05/26/2020		

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

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 Enable staff to focus and prioritize what matters most
- 4 Employ the skills to effectively manage change
- 3 Make “safe practice” an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** My School My Survey
- 3 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** ILT Meets twice a month, teachers participate in Performance Management sessions and met as teacher teams to create On-Track action plans.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 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:** Content area curriculum binders, use of Summit Learning Platform, Teacher Team Meetings
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 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
- 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 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:** Met as an ILT and conducted peer walks
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 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
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Formative Assessment Professional Developments, Grading Policy posted on Website and Grading Scale and Weights by each classroom.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 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)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)
- 3 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)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)

- **Evidence:** Diverse MTSS Team, MTSS Coordinator meets with individual teachers, PD given on how to monitor and upload MTSS interventions at TTM
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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:** Students participate in Success Bound, Middle School Parent meeting to discuss expectations for being College and Career Ready, Data Meetings held with parents, students are taken on college tours, 6th grade visited Whitney Young High School.

Quality and Character of School Life

- 2 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Strong Student Council Presence in school, teachers provide PD for each other
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Strong Student Council Presence
- 2 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- **Evidence:** Quarterly Climate meetings, Climate/SEL Committee in place, Use of Path Kids and Champs, Middle School teachers give student option of how they want to be greeted
- 2 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Due Process given to all students, Peace Circles and Restorative conversations are a common practice, use of CPS SCC to ensure fairness of discipline
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 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)
 - **Evidence:** All activities are placed on our website, robo calls, information sent home every Thursday via our Thursday folder system, partner with CSI for after school

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

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

Goals

Areas of critical need and root cause analysis

[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.

Area of Critical Need 1	Reading growth percentile among all students (3-8) - 62 percentile
Root Cause 1	Teachers not adequately differentiating, properly understanding students' academic gaps and planning for small group instruction
Area of Critical Need 1	Reading Attainment in Grade 2 - 66 percentile
Root Cause 2	Teachers need to address foundational gaps and skills (i.e. concept of print, phonological awareness, phonics, high frequency words and fluency)

Area of Critical Need 3	Math attainment in grades 3-8 - 60 percentile
Root Cause 3	Teachers need to understand how to link together math concepts within and between grades and identify gaps in students' knowledge.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8) We chose this metric because our SQRP reflects a need to concentrate on student reading growth.	Overall		65.00	67.00
SQRP: National School Attainment Percentile - Reading (Grade 2) We chose this metric because our SQRP reflects a need to concentrate on student attainment in 2nd grade.	Overall		68.00	70.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) We chose this metric because our SQRP reflects a need to concentrate on student attainment in math.	Overall		63.00	67.00
(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				70.00	80.00

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

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...	strategically and frequently use multiple types of assessments to inform our instruction
Then we see...	would be able to provide meaningful and interpretable data instruction to meet the needs of individual students (i.e. corrective instruction, intervention, and enrichment opportunities)
which leads to...	all learners achieving the 70th percentile or higher in Reading Growth on the NWEA as a result of authentic and tailored personalized learning experiences
Budget Description	
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Develop student agency through student goal setting, choice of mastery demonstration, and ownership and analysis of their own data. Tags:Assessment: Balanced Assessment and Grading (Not started) Teachers will conduct root cause analysis (DDI, PM, etc.) to look at student growth, identify gaps in learning and provide direction for adjusting students personalized learning plans. Tags:Assessment: Balanced Assessment and Grading (Not started) The triangulation model (balance of assignments, homework, and assessments) will be used to ensure that students are provided with multiple opportunities to demonstrate achievement of mastery of the CCSS/NGSS standards which includes self and peer grading opportunities. Tags:Assessment: Balanced Assessment and Grading

	<ul style="list-style-type: none"> • (Not started) Teachers use formative assessments to provide frequent and targeted feedback to adjust instruction and monitor student progress of mastery of the standards. Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth • (Not started) Teachers will receive professional development in using and interpreting data for the purpose of action planning, monitoring and adjusting instruction, and personalizing instruction for student needs Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth • (Not started) Teachers will provide Formative Assessment to determine where students are currently , provide immediate feedback and to adjust instruction Tags:Assessment: Balanced Assessment and Grading • (Not started) Teachers will transition from traditional grading practices and standards based to performance based Grading practices Tags:Assessment: Balanced Assessment and Grading • (Not started) Teachers will engage in professional development in using checkpoint system to develop formative, interim and benchmark assessments. Tags:Assessment: Balanced Assessment and Grading • (Not started) Teachers will engage in professional development on the components of performance based grading Tags:Assessment: Balanced Assessment and Grading
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Strategy 2

If we do...	build teacher capacity to make data-driven decisions and identify, monitor and apply best practices in Personalized Learning (i.e. goal setting, student conferencing,choice menus, etc.) and SEL (i.e. success bound, Paths, Calm Classroom, mentoring, etc.) for all students
Then we see...	students who set goals and are empowered with agency and accountability for their own academic and social learning
which leads to...	implementation of student led conferences by 80% of students, 60% of students rating a positive school experience on student surveys , 75% of student mentoring and goal setting logs completed, and 70% of student responses on 5 essential survey indicating they feel safe and supported as a result of students demonstrating an increased ability to own both their academic and social-emotional learning

<p>Budget Description</p>	
<p>Tags</p>	<p>MTSS, CBE: SEL Integration, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, OSEL: SEL Instruction</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) At BOY, teachers will receive a list of identified tier 2 and tier 3 MTSS students to complete the MTSS process which includes their personalized plan of instruction.</p> <p>Tags:MTSS, MTSS: Curriculum & Instruction</p> <p>• (Not started) Teachers will receive professional development on logging data, choosing appropriate interventions, and writing SMART goals into the MTSS system for our tier 2 and tier 3 students.</p> <p>Tags:MTSS, MTSS: Fidelity of Implementation</p> <p>• (Not started) Teachers will complete a school-based google document created and monitored by the MTSS coordinator in order to record interventions and responses to intervention and provide supports for teachers and students.</p> <p>Tags:MTSS, MTSS: Fidelity of Implementation</p> <p>• (Not started) Using Personalized Learning Tools and data roundabouts students will identify growth target areas and monitor their growth every five weeks.</p> <p>Tags:MTSS, Personalized Learning: Learner Agency</p> <p>• (Not started) The climate team will engage students in SEL best practices (peace circles, restorative conversations, check in/check out, flame incentive, and student council voice) to identify strategies that positively impact culture and climate.</p> <p>Tags:OSEL: Supportive School Environment</p> <p>• (Not started) Teachers will engage in professional learning that focuses on using data to identify student SEL gaps and strategies that address students' academic and social needs.</p> <p>Tags:OSEL: SEL Instruction</p> <p>• (Not started) Identify academic and SEL gaps of students who were not involved in remote learning.</p> <p>Tags:MTSS: Curriculum & Instruction, OSEL: Tier 2 and 3 Interventions</p> <p>• (Not started) Teachers will engage in professional development in differentiation designed to address remote learning gaps.</p>

	<p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) Utilize various monitoring tools (i.e. Checkpoint) to Collect and track data on progress of student interventions <p>Tags:MTSS: Fidelity of Implementation</p>
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Strategy 3

If we do...	build the capacity of teachers to engage students in rigorous, culturally relevant and engaging instruction
Then we see...	.see students developing critical thinking, problem-solving skills while using agency, authority and identity to engage in authentic work for real audiences, beyond the classroom.
which leads to...	improvement in the instructional core and increased student outcomes of 70th percentile or higher for attainment Reading (grade 2) and Math (3-8) on NWEA and 80% mastery or higher on quarterly benchmark assessments
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Teachers, Leads, and Administrators will engage in monthly data driven inquiry cycles to analyze and monitor instructional practices leading to rigorous student tasks. Tags:Instruction (Not started) Using learning menus incorporating the various levels from Hess's Cognitive Rigor Matrix, teachers will provide students with weekly personalized learning tasks that will require students to engage in productive struggle. Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation (Not started) In order to build teacher capacity, during Teacher Team Meetings, teachers will be engaged in professional learning around culturally relevant instruction and planning using backwards design. Tags:Instruction (Not started) Content area teachers from all departments will engage in vertical planning so that all standards will be addressed and aligned. Tags:Instruction

	<ul style="list-style-type: none"> • (Not started) Teachers will engage in peer-to-peer professional development and observation regarding LEAP framework and personalized learning <p>Tags: Personalized Learning; Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> • (Not started) Lead teachers will engage in professional learning around effective practices in order to improve instruction and student outcomes <p>Tags: Instruction, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Teachers will engage in peer observations and peer led professional development that focuses on the purpose and implementation of small group instruction. <p>Tags: Instruction</p> <ul style="list-style-type: none"> • (Not started) Teachers will progress monitor student mastery of foundational skills in primary grades. <p>Tags:</p>
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Action Plan

Strategy 1

Develop student agency through student goal setting, choice of mastery demonstration, and ownership and analysis of their own data.

Sep 21, 2020 to May 21, 2021 - Teachers and Leads

Teachers will conduct root cause analysis (DDI, PM, etc.) to look at student growth, identify gaps in learning and provide direction for adjusting students personalized learning plans.

Oct 05, 2020 to May 21, 2021 - Teachers, Leads, Admin

The triangulation model (balance of assignments, homework, and assessments) will be used to ensure that students are provided with multiple opportunities to demonstrate achievement of mastery of the CCSS/NGSS standards which includes self and peer grading opportunities.

Sep 21, 2020 to Jun 04, 2021 - Teachers

Teachers use formative assessments to provide frequent and targeted feedback to adjust instruction and monitor student progress of mastery of the standards.

Sep 21, 2020 to Jun 04, 2021 - Teachers, Lead

Teachers will receive professional development in using and interpreting data for the purpose of action planning, monitoring and adjusting instruction, and personalizing instruction for student needs

Aug 24, 2020 to Jun 18, 2021 - Admin, Leads, Teachers

Teachers will provide Formative Assessment to determine where students are currently , provide immediate feedback and to adjust instruction

Aug 24, 2020 to Jun 18, 2021 - Admin. Teachers, Leads

Teachers will transition from traditional grading practices and standards based to performance based Grading practices

Aug 24, 2020 to Jun 18, 2021 - Teachers

Teachers will engage in professional development in using checkpoint system to develop formative, interim and benchmark assessments.

Jan 04, 2021 to Jun 18, 2021 - Teachers, Leads

Teachers will engage in professional development on the components of performance based grading

- Teachers, Leads

Strategy 2

At BOY, teachers will receive a list of identified tier 2 and tier 3 MTSS students to complete the MTSS process which includes their personalized plan of instruction.

Sep 14, 2020 to Sep 30, 2020 - MTSS Coordinator

Teachers will receive professional development on logging data, choosing appropriate interventions, and writing SMART goals into the MTSS system for our tier 2 and tier 3 students.

Aug 26, 2020 to Sep 30, 2020 - MTSS Coordinator

Teachers will complete a school-based google document created and monitored by the MTSS coordinator in order to record interventions and responses to intervention and provide supports for teachers and students.

Sep 07, 2020 to Jun 25, 2021 - MTSS Coordinator Teachers

Using Personalized Learning Tools and data roundabouts students will identify growth target areas and monitor their growth every five weeks.

Sep 28, 2020 to Jun 18, 2021 - PL and SUMMIT Leads Teachers

The climate team will engage students in SEL best practices (peace circles, restorative conversations, check in/check out, flame incentive, and student council voice) to identify strategies that positively impact culture and climate.

Sep 28, 2020 to Jun 18, 2021 - Climate Team

Teachers will engage in professional learning that focuses on using data to identify student SEL gaps and strategies that address students' academic and social needs.

Sep 01, 2020 to Jun 18, 2021 - SEL Champion

Identify academic and SEL gaps of students who were not involved in remote learning.

- Teachers, Adm.

Teachers will engage in professional development in differentiation designed to address remote learning gaps.

- Teachers, Adm.

Utilize various monitoring tools (i.e. Checkpoint) to Collect and track data on progress of student interventions

- Case Mgr., Counselor

Strategy 3

Teachers, Leads, and Administrators will engage in monthly data driven inquiry cycles to analyze and monitor instructional practices leading to rigorous student tasks.

Oct 05, 2020 to May 28, 2021 - Teacher Leads/teachers /Admin

Using learning menus incorporating the various levels from Hess's Cognitive Rigor Matrix, teachers will provide students with weekly personalized learning tasks that will require students to engage in productive struggle.

Sep 28, 2020 to Jun 04, 2021 - Teachers/Teacher Leads

In order to build teacher capacity, during Teacher Team Meetings, teachers will be engaged in professional learning around culturally relevant instruction and planning using backwards design.

Aug 26, 2020 to Oct 31, 2020 - Teacher Leads/Admin

Content area teachers from all departments will engage in vertical planning so that all standards will be addressed and aligned.

Aug 26, 2020 to Oct 30, 2020 - Teachers

Teachers will engage in peer-to-peer professional development and observation regarding LEAP framework and personalized learning

Aug 24, 2020 to Jun 18, 2021 - Admin, Leads, Teachers

Lead teachers will engage in professional learning around effective practices in order to improve instruction and student outcomes

Aug 24, 2020 to Jun 18, 2021 - Leads, Admin

Teachers will engage in peer observations and peer led professional development that focuses on the purpose and implementation of small group instruction.

Aug 24, 2020 to Jun 18, 2021 - Teachers

Teachers will progress monitor student mastery of foundational skills in primary grades.

- Teachers, Leads

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.

Ashburn school will provide its learning community the opportunity to engage in a comprehensive needs assessment that includes the following areas: Curriculum and Instruction, Professional Capacity, Leadership, Student Needs, School Culture and Family & Community Engagement. It will also examine data from other sources such as state and district assessments, interim assessments and the 5Essential Survey to identify trends and gaps that will identify areas of improvement for student achievement.

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

For the past two years Ashburn has embarked on the journey of Personalized Learning. This year our entire school will be a Personalized Learning School (K-8). This affords students the opportunity of having agency over their own learning. Instruction will be designed for their individual needs, which will address academic gaps and thus move them to the level of proficiency and beyond. With Personalized Learning we have and will continue to invest in Technology Integration that addresses both academic gaps and advanced learning. This will help all students to effectively reach their goal.

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.

We will continue to use the following methods and instructional strategies: student goal setting, differentiation, project-based learning, integrated studies, small group instruction, guided reading and math, formative assessments and clear and effective learning feedback.

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).

Ashburn School will engage in reform strategies to address the needs of all students including those low performing and at risk students. These strategies include SEL best practices, student conferencing, weekly one to one mentoring, and Success Bound (college career awareness program).

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

We have had the designation of a Well-organized school for the past several years. We partner with our city universities, participate in our school systems hiring fairs, network with other administrators, provide leadership opportunities and continuously celebrate accomplishments of our teachers.

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

Our staff is involved in ongoing professional development around the areas of Personalized Learning, Summit Learning, SEL best practices, MTSS, data analysis and coaching. Teachers are also involved in Chat 'n Chew. This is part of our development plan in which teachers share best practices from their repertoire

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

We will have annual Family Literacy Night, Math/Science Night, and Family Coding Night. Parents will continue to be encouraged to join our Parent Engagement organizations (LSC, PAC, and BAC). Volunteer opportunities will be posted on our school website and parent board.

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.

Preschool and kindergarten teachers will work throughout the year in joint activities which will allow preschool students time in a kindergarten setting. Preschool students will also be given the opportunity to

enroll in summer transition programs. Parents of preschool students will be given resources during the last quarter of the school year to begin framing their minds around expectations and ways in which they can support their young learners for the transition.

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.

Teachers vote every year on which optional assessments students will engage in. They consider which assessments will provide them with information that will help them to make sound instructional decisions. Our Instructional Leadership Team also provides feedback to Administration regarding the use of academic assessments. Through this body of teachers the voices of all teachers are represented.

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.

Identified students will receive MTSS interventions based on their academic deficiencies. Teachers and/or support staff will provide individual or small group instruction and use both pre, formative, and post tests to ensure students are mastering the content.

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.

Ashburn received certification this past year as a Healthy Certified School. To receive this certification criteria has to be met in the following categories: leadership in wellness, physical activity, nutrition and school food, school gardens, health education, sexual health education, chronic conditions and pre-kindergarten. Ashburn has received numerous grants through the Office of Student Health as well as through Action for Healthy Schools, including a \$10,000 grant to refurbish our PE department and build gardens in our lot.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Ashburn will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC, and BAC meetings, at different times and will invite parents of children participating in the NCLB, Title I program to these meetings and encourage them to attend.

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

Parents will be provided with information about NCLB and Title I at our first NCLB/PAC meeting which will be held in September 2020. Parents will be provided local resources to help enrich their child's academic and social growth. Parents will be assisted with establishing and networking with the local libraries, MFS and any community services available. We will work with parents in establishing additional partnerships with various community organizations. We will assist parents in developing mutual support strategies and methods to establish relationships with teachers and staff. We will open our computer labs in order to provide hands-on assistance with technology and how students and parents can use this tool effectively and safely.

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.

Monthly parent meetings will include topics such as: student assessment data, strategies to reinforce positive behavior, suggestions for working successfully with children on homework activities, discussion on parent portal, cyber bullying/texting strategies, college and career readiness, strategies to assist parents in raising child's academic achievement level, how to improve student nutrition and health and personal managing of finances. Once agreed upon suggestions have been identified, the school will appoint a liaison to work directly with the parent groups in the implementation of the suggestions.

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 local and district assessment data is available, parent meetings will be held to discuss their child's performance. Students will participate in quarterly assessment meetings with their parents. In addition, parents will always be provided an explanation of how to read and understand their reports and support will be given to those parents seeking that support.

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.

CPS, along with ISBE, sends notification to the schools of teachers that are not highly qualified. The letter that is provided by these two entities is sent home to parents from the school.

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.

A meeting will be held for parents that explains the state's academic content standards; how to read state and local academic assessments and how to use technology to monitor their child's progress.

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.

Parents will be provided with information, resources, materials and training to assist parents in working with their child/children to improve their academic achievement. Workshops will be held in our computer labs to assist with technology including how to access remote learning opportunities for their child. School will provide incentives and raffles to increase parental participation. Assemblies and other school events will be held throughout the year.

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.

Monthly meetings will be held on how to reach out to the school as an equal partner in their child's education through our various parent engagement groups. We will take suggestions from parents on how to build parent participation and how to bring resources to families. Parents are able to provide suggestions through our LSC suggestion board and box. We will focus on parents as important stakeholders and ways in which we can help them help their child(ren) be successful will be our focus.

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.

The Ashburn preschool for all program offers monthly parent workshops. More parents will receive information due to our additional SY 21 preK classroom. These workshops include assisting their child at home, health and nutrition programs, medical assistance, and other supports. Perfect attendance is strongly encouraged to meet our overall school attendance goals. Meeting with kindergarten teachers and parents assist with a smooth transition into the elementary program, prek students are also part of Ashburn's free medical immunization, dental visits and hearing and vision screenings.

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.

Information regarding parent programs, meetings and other activities are listed on our website, monthly calendar, robocalls, social media accounts, and Thursday family communication.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

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

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)

Not applicable

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.)

We will immerse our students in a rigorous academic program that is fully aligned with Common Core State Standards. It will be supported by on-going targeted professional development which will consider the unique needs of all our students. As a Personalized Learning community we will collaborate to ensure that our students graduate college and career ready and are productive citizens in our global society.

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-teacher conferences are held on scheduled Report Card Pick-up dates (November 18, 2020 and April 22, 2021). Teachers, Lead teachers, and Administrators also hold conferences throughout the year as needed. These include academic, data, and/or SEL conferences.

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

Progress Reports are sent home every 5 weeks. Teacher-parent remediation meetings are held after each five week marking period. Teachers also keep their parent portal page updated where parents are able to view their child's progress on a regular basis.

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

Parents are able to meet with staff before or after school or by appointment. These appointments can be via phone, in person or virtually.

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

Parents are encouraged to complete the volunteer process in order to volunteer throughout the school year per CPS guidelines and pending principal final approval. Volunteer opportunities include assisting in classrooms, helping during recess and assemblies, field trips, and other activities similar in nature.

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

Our parent engagement organizations (LSC, PAC, and BAC) will assist parents in learning how to utilize parent portal, our school website and grade book. Workshops will be held to address the importance of attendance and supporting their children both inside and outside of school. The school will also provide technology training.

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 have the opportunity to participate in decisions relating to their children's education during formal and informal parent-teacher conferences, IEP and 504 meetings and through participation with the various parent engagement organizations such as the Local School Council.

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).

The student body of Ashburn will participate in various activities to ensure they have a sound understanding of their role in proving their academic achievement. These activities include: goal setting/student conferencing, mentoring, participation in our quarterly Climate meetings, and collaborative conversations as well as Student Council led activities. Our student incentive programs also encourage students to strive for academic excellence. These incentives are Student of the Month, PATHS Kids, Catch A Flame, Perfect and Improved Attendance and other class level incentives.

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.

Ashburn's goal is to reduce student absenteeism and truancy and to increase and sustain students' daily attendance. In addition, our goal is to increase parental engagement in their child's academic success,

which includes their social emotional learning. We believe that all of these goals will work collaboratively to bring about increased student academic achievement.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$500.00
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.	\$500.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot	\$526.00

	be placed in the main office or where staff and students have access too. To by used only by parents.	
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