

Henry R Clissold Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
JaMonica Marion	Principal	jjmarion@cps.edu	Has access
Debra Pietrus	MTSS/Montessori Lead Teacher	dapietrus@cps.edu	No Access
Deborah Turner - Blum	Teacher/IB Coordinator	dturner-blum@cps.edu	No Access
Jessica Purtell	DL Teacher/Case Manage	jmbarabasz@cps.edu	No Access
Mary Cira	Counselor	mecira@cps.edu	No Access
Sarah Gilligan	LSC Chairperson/Parent	sjschlitz@yahoo.com	No Access
Diana Arnold	Assistant Principal	dmarlnod2@cps.edu	Has access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** My Voice My School Survey, Cougar Recognition, Weekly PLC meetings with targeted agenda
- 2 - Structure for Continuous Improvement
 - 3 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
 - 2 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 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:** Weekly PLC meeting schedule, Culture and Climate Committee, CARE Team

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 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
 - 4 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** This section will be updated at next ILT meeting.
- 2 - Instruction
 - 3 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
 - 2 Use questioning and discussion as techniques to deepen student understanding

- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Student Work Plans, REACH Results, Exit Slips
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 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:** This section will be updated at next ILT meeting.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 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)
 - 2 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)
- 2 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)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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:** This section will be updated at next ILT meeting.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** This section will be updated at next ILT meeting.

Quality and Character of School Life

- 2 - Relational Trust
 - 2 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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** This section will be updated at next ILT meeting.
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 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:** This section will be updated at next ILT meeting.
- 3 - Physical and Emotional Safety
 - 3 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)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** This section will be updated at next ILT meeting.
- 2 - Supportive and Equitable Approaches to Discipline

- 2 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)
- 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** This section will be updated at next ILT meeting.
- 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)
 - 4 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:** This section will be updated at next ILT meeting.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
2	Quality and Character of School Life: Relational Trust	2
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

Score	Framework dimension and category	Area of focus
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: Physical and Emotional Safety	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	Curriculum
Root Cause 1	Lack of common planning time between specialty programs (Montessori, MYP, Cluster) and inadequate scope and sequence.
Area of Critical Need 1	MTSS
Root Cause 2	Lack of adequate professional development and common planning for committees to meet the needs of students. MTSS interventions for Tier 2 & 3 students have not been developed or implemented with fidelity across all grade levels. Increased professional development for teachers on how to have Tiered intervention for students who are at or above grade level attainment.
Area of Critical Need 3	Relational Trust
Root Cause 3	Low level of trust between, teachers/students, teachers/administration, parents/teachers and parents/administration.

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) Our students who are classified as African Americans and with Diverse Learner needs are not growing as fast as their peers.	Students with IEPs		40.00	60.00
	African American		60.00	80.00
Vision: Attendance Rate Research shows that when students improve their attendance rates, they improve their academic prospects and chances for graduating.	Overall		96.00	97.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Our students who are classified as African Americans and with Diverse Learner needs are not growing as fast as their peers.	Students with IEPs		50.00	70.00
	African American		60.00	80.00
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We will increase the overall school rating to "Well Organized" for the upcoming school year. We will focus on Supportive Environment, Effective Leaders, and Collaborative Teachers by establishing systems/structures and norms.					

Custom metrics (0% complete)

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

Strategy 1

If we do...	Provide researched-based intervention tools with integrated progress monitoring and clean and consistent protocols; clearly defined menu of interventions and entry/exit criteria.
Then we see...	students receiving targeted interventions based on academic, attendance and SEL needs.
which leads to...	-50 - 60% of all students making growth in reading and mathematics; including subgroups -96% average daily attendance rate -obtaining a Level 1 status on the SQRP -50 - 65% of student meeting attainment in Mathematics -80% or higher of students being on-track
Budget Description	PBIS Rewards System, Restorative Justice Coordinator, SEL Curriculum,
Tags	OSEL: SEL Instruction, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) School wide academic intervention and discipline tracker. Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions (Not started) Full implementation of SEL curriculum schoolwide. Provide professional development training to teachers and educational support personnel. Continuous accountability checks to ensure full school climate shift. Tags:MTSS: Shared Leadership, OSEL: SEL Instruction (Not started) Create a schedule that is conducive to all on when the SEL curriculum is being taught by grade band/grade level. Tags:MTSS: Shared Leadership, OSEL: SEL Instruction (Not started) Implement with fidelity Calm Classroom as part of the Clissold morning mantra. Tags:MTSS: Fidelity of Implementation, OSEL: Supportive School Environment (Not started) Develop a school-wide Positive Behavior Intervention System, PBIS, with rewards. Utilize the support of parent groups to host bi-monthly Cougar Paw

	<p>Store. Provide training to all staff members (teachers, lunchroom, custodial staff, ESPs) on the PBIS to ensure that everyone is able to celebrate students following our school wide expectations.</p> <p>Tags:MTSS: Shared Leadership, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Embed in the schedule time for MTSS interventions <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Develop a clearly defined entry and exit criteria for each of the Tiers <p>Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> • (Not started) Develop a partnership with an external organization that can assist with additional academic/SEL support after school <p>Tags:FACE2: Community Partnerships, MTSS: Family and Community Engagement</p> <ul style="list-style-type: none"> • (Not started) Development of MTSS Team (one person from each grade band, TA, SECAs) and scheduled meetings <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Professional Development Training of stages of MTSS process <p>Tags:MTSS: Problem Solving Process</p> <ul style="list-style-type: none"> • (Not started) Develop a system of tracking student's interventions to determine if additional supports are needed <p>Tags:MTSS</p>
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Strategy 2

If we do...	provide authentic ways to continuously communicate with all stakeholders
Then we see...	Strong healthy relationships amongst all stakeholders (students, teachers, administration, parents and community members).
which leads to...	-opportunities for all stakeholders to have a voice in improving the school -increased opportunities for home-to-school connections -increased parental and community support -decrease in Student Code of Conduct infractions -Strong Effective Leaders (5 Essentials) - Strong Supportive Environment (5 Essentials) -increased teacher attendance to 93% - increased paraprofessional attendance rate to 93% -retention of students
Budget Description	Professional Development, Course Offerings

Tags	Arts Education: Equitable Access to the Arts, Equity: Inclusive Partnerships, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	<ul style="list-style-type: none"> • (Not started) Provide diversity, equity, cultural sensitivity training to teachers, educational personal and community partners. Tags:Family & Community Engagement, Equity: Targeted Universalism • (Not started) Develop a Student Voice Committee to provide students with the skills, resources, and support to be heard in the decision-making processes that impact their lives. Tags:Student Voice, Engagement, and Civic Life • (Not started) Provide all stakeholders with surveys quarterly to guide the work of the school. Tags:Family & Community Engagement • (Not started) Conduct monthly Coffee with the Principal Tags:Family & Community Engagement • (Not started) Host quarterly Montessori/International Baccalaureate meetings to showcase student work and home-to-school connections. Tags:Family & Community Engagement, MGIB: IB, OECE: PK Family Engagement • (Not started) Create tiered classrooms where students have access to more rigorous curriculum (i.e-Algera), families will know that their students are in an environment rich in academic rigor while remaining at their neighborhood school Tags:MTSS, Family & Community Engagement • (Not started) Increase course offerings to include a more defined Fine Arts program that focuses on cultural awareness Tags:Arts Education: Equitable Access to the Arts, FACE2: Community Partnerships • (Not started) Development opportunities for teachers to work in teams to lead the work of the school (Academic Enrichment, MTSS, Community Outreach) Tags:Relational Trust

Strategy 3

If we do...	implement a professional development calendar that provides opportunities for teachers to collaborate and make modifications to the vertical and horizontal alignment of curriculum
Then we see...	full implementation of Montessori practices and International Baccalaureate curriculum for Middle Years Program; increased teacher competencies/scores in Domains 1- 4 (Planning and Preparation, Student Environment, Instruction and Professional Responsibilities). Identification of gaps as well as repetition in content between grade level instruction
which leads to...	-Montessori practices being implemented in the home -International Baccalaureate Middle Years Program accreditation -scaffolding and differentiated instruction -proper pacing and sequencing -improved teacher collaboration -increase in student academic achievement for all students including DL and AA subgroups -Strong Collaborative Teachers (5 Essentials) -Stong Ambitious Instruction (5 Essentials) -retention of students -rigorous task & text
Budget Description	Professional Development,
Tags	MGIB: IB
Action steps	<ul style="list-style-type: none"> • (Not started) Develop a professional development calendar for PD days and PLC Tags:Leadership for Continuous Improvement • (Not started) Include Diverse Learner Teachers in planning meetings to ensure that students with diverse learner needs have appropriate engagement in grade level curriculum Tags:Relational Trust, ODLSS: Instructional Quality • (Not started) Monitor on-track data, monthly gradebook/attendance audits for student failure rates and create action plans for students success. Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2- Leveraging Data to Close Gaps • (Not started) Bi-weekly check in with Diverse Learner Teacher and General Education Teacher to review the accommodations/modifications to ensure that students are academically successful. Tags:Relational Trust, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality • (Not started) Provide opportunities for teachers to conduct peer observational learning walks and collaboration time to share best practices observed. Create a schedule of peer observations by grade band, curriculum alignment or targeted instructional area.

	<p>Tags:Leadership for Continuous Improvement, Relational Trust</p> <ul style="list-style-type: none"> • (Not started) Partner with organizations that will provide support for student achievement, behavior and attendance, after-school enrichment activities and intercurricular cultural awareness and visual arts. <p>Tags:FACE2: Community Partnerships, OSSE: Community Schools</p> <ul style="list-style-type: none"> • (Not started) Develop quarterly student recognition programs for academic and attendance. Develop student recognition program monthly Montessori and International Baccalaureate. <p>Tags:Family & Community Engagement, MGIB: IB, OSSE: Student Outreach and Re-Engagement, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Provide opportunities for more individualized learning to all students by using a variety of data (student achievement. MTSS, interim assessments) to create classrooms where students can receive supports at both their instructional and correctability levels. <p>Tags:Personalized Learning: Tailored Learning/Differentiation, SSCE: Engaging in Difficult or Controversial Discussions</p> <ul style="list-style-type: none"> • (Not started) Conduct classroom visits of exemplar programming <p>Tags:MGIB: IB, MGIB: Magnet Programs</p>
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Action Plan

Strategy 1

School wide academic intervention and discipline tracker.

Jul 01, 2020 to Aug 03, 2020 - Administration, MTSS Coordinator, CARE Team, Teachers

Full implementation of SEL curriculum schoolwide. Provide professional development training to teachers and educational support personnel. Continuous accountability checks to ensure full school climate shift.

Aug 03, 2020 to Sep 07, 2020 - CARE Team, MTSS Coordinator

Create a schedule that is conducive to all on when the SEL curriculum is being taught by grade band/grade level.

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

Implement with fidelity Calm Classroom as part of the Clissold morning mantra.

Jul 01, 2020 to Sep 30, 2020 - Administration, Counselor

Develop a school-wide Positive Behavior Intervention System, PBIS, with rewards. Utilize the support of parent groups to host bi-monthly Cougar Paw Store. Provide training to all staff members (teachers, lunchroom, custodial staff, ESPs) on the PBIS to ensure that everyone is able to celebrate students following our school wide expectations.

Jul 01, 2020 to Jun 30, 2022 - Administration, CARE Team, Counselor, Teachers, RSPs

Embed in the schedule time for MTSS interventions

Jul 01, 2020 to Aug 31, 2020 - Administration, Teachers

Develop a clearly defined entry and exit criteria for each of the Tiers

Jul 01, 2020 to Oct 30, 2020 - MTSS Coordinator, Teachers, Administration

Develop a partnership with an external organization that can assist with additional academic/SEL support after school

Apr 01, 2020 to Jun 30, 2020 - Administration

Development of MTSS Team (one person from each grade band, TA, SECAs) and scheduled meetings

Jun 01, 2020 to Jun 30, 2020 -

Professional Development Training of stages of MTSS process

Jul 01, 2020 to Jun 30, 2021 -

Develop a system of tracking student's interventions to determine if additional supports are needed

Jul 01, 2020 to Sep 30, 2020 -

Strategy 2

Provide diversity, equity, cultural sensitivity training to teachers, educational personal and community partners.

Jul 01, 2020 to Jun 30, 2022 - Administration, SEL Specialist, RSP

Develop a Student Voice Committee to provide students with the skills, resources, and support to be heard in the decision-making processes that impact their lives.

Jul 01, 2020 to Dec 31, 2020 - Counselor, PTA

Provide all stakeholders with surveys quarterly to guide the work of the school.

Nov 09, 2020 to Jun 30, 2022 - Administration

Conduct monthly Coffee with the Principal

Sep 01, 2020 to Jun 30, 2022 - Administration

Host quarterly Montessori/International Baccalaureate meetings to showcase student work and home-to-school connections.

Sep 01, 2020 to Jun 30, 2022 - Administration, Lead Teachers, IB Coordinator, Teachers

Create tiered classrooms where students have access to more rigorous curriculum (i.e-Algebra), families will know that their students are in an environment rich in academic rigor while remaining at their neighborhood school

Jul 01, 2020 to Jun 30, 2022 - Administration, Lead Teachers

Increase course offerings to include a more defined Fine Arts program that focuses on cultural awareness

Jun 01, 2020 to Aug 21, 2020 - Administration

Development opportunities for teachers to work in teams to lead the work of the school (Academic Enrichment, MTSS, Community Outreach)

Jun 08, 2020 to Sep 30, 2020 -

Strategy 3

Develop a professional development calendar for PD days and PLC

Jun 01, 2020 to Aug 14, 2020 - Administration, Teacher Leaders, Teachers

Include Diverse Learner Teachers in planning meetings to ensure that students with diverse learner needs have appropriate engagement in grade level curriculum

Jul 01, 2020 to Jun 30, 2022 - Administration

Monitor on-track data, monthly gradebook/attendance audits for student failure rates and create action plans for students success.

Jul 01, 2020 to Jun 30, 2022 - Teachers, Teacher Leaders

Bi-weekly check in with Diverse Learner Teacher and General Education Teacher to review the accommodations/modifications to ensure that students are academically successful.

Jun 01, 2020 to Jun 30, 2022 - Teachers, Administration

Provide opportunities for teachers to conduct peer observational learning walks and collaboration time to share best practices observed. Create a schedule of peer observations by grade band, curriculum alignment or targeted instructional area.

Nov 02, 2020 to Jun 30, 2022 - Teacher Leaders

Partner with organizations that will provide support for student achievement, behavior and attendance, after-school enrichment activities and intercurricular cultural awareness and visual arts.

Jul 01, 2020 to Jun 30, 2022 - Administration

Develop quarterly student recognition programs for academic and attendance. Develop student recognition program monthly Montessori and International Baccalaureate.

Jul 01, 2020 to Jun 30, 2022 - IB Coordinator, Administration, Teacher Leaders

Provide opportunities for more individualized learning to all students by using a variety of data (student achievement, MTSS, interim assessments) to create classrooms where students can receive supports at both their instructional and correctability levels.

Jul 01, 2020 to Jun 30, 2022 - Administration, Teachers, ESPs

Conduct classroom visits of exemplar programming

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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.

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

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 are a Montessori and International Baccalaureate Middle Years educational community who believes in the gift of every child to inspire and empower the future of our humanity.

Clissold administration will hire and support highly qualified instructors who will work collaboratively to enhance a curriculum aligned to standards and programmatic elements. The school will review, practice and analyze results of research-based instructional strategies in PLC groups to build effective means of differentiation and classroom management. Instructional units will become more inquiry-based to enhance student problem-solving skills. Service to others and environmental conservation will continue to be a common theme.

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

Clissold is not eligible for Title 1 NCLB funds or programs.

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.

A school-parent volunteer recognition program is being developed to help draw more parents into the building so that they have first hand experience with class expectations. Parent evenings can be scheduled to deliver Montessori, MYP lessons the same as classroom instruction so that parents may share in the common language of instruction. Additionally, parents can attend Coffee with the Principal.

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.

All students receive NWEA MAP assessment results as reports become available. PARCC Math and English Language Arts results are sent home once a year when received.

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.

Letters will be provided.

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.

The school provides curriculum descriptions, explanations, and assessment information via the website, open-house informational sessions, and promotional publications.

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.

The school has installed and will continue to build support libraries at the school entrance. The school has plans to introduce literacy night and math night similar to the science night held. A school-parent volunteer recognition program is being developed to help draw more parents into the building so that they have first hand experience with class expectations. Parent evenings can be scheduled to deliver Montessori, MYP lessons the same as classroom instruction so that parents may share in the common language of instruction.

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.

Staff members are encouraged to begin a parent outreach program before school as a means to establish partnerships. In the August professional development, teachers will review methods of outreach--website, newsletters, volunteer opportunities. Teacher teams will devise strategies to expand progress monitoring to include parental updates.

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.

Clissold does not have external parent programs. However, providing mini lesson nights in both Montessori and MYP subjects will provide parents with the framework, understanding and language of instruction needed to assist children.

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.

Clissold uses multiple means to reach parents: website, Remind, email blast, letters and flyers home and marquee notices. All notices are derived from a common source so that information is the same across media. We have almost no families who do not also speak English at home. Should this change, announcements could be provided in Spanish.

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)

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.)

We are a Montessori and International Baccalaureate Middle Years educational community who believes in the gift of every child to inspire and empower the future of our humanity. Clissold administration will hire and support highly qualified instructors who will work collaboratively to enhance a curriculum aligned to standards and programmatic elements. The school will review, practice and analyze results of research-based instructional strategies in PLC groups to build effective means of differentiation and classroom management. Instructional units will become more inquiry-based to enhance student problem-solving skills. Service to others and environmental conservation will continue to be a common theme.

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.

School-wide parent-teacher conferences are held twice a year--at the end of the first quarter and at the end of the 3rd quarter. Between school-wide conferences, teachers will contact parents via phone, email, or written communications to apprise parents of student progress. Parent-teacher meetings will continue to be scheduled by either party as needed to assist students.

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

All staff members have Chicago Public Schools email addresses. Email to teachers can be generated through the staff page of the Clissold website. Teachers also provide parents with their contact information at the beginning of the year. Additional consultation can be by phone call, either parent or teacher generated. Conferences are scheduled based on convenience for parents and available for staff.

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

All staff members have Chicago Public Schools email addresses. Email to teachers can be generated through the staff page of the Clissold website. Teachers also provide parents with their contact information at the beginning of the year. Additional consultation can be by phone call, either parent or teacher generated. Conferences are scheduled based on convenience for parents and available for staff.

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.

Parent volunteers to work with students are solicited at the beginning of the year by Montessori teachers. Parents help with subject area tutoring and with crafts and cooking. All grade level parents are asked to chaperone field trips. In the upper grades, parent volunteers are solicited as needed to help with projects and activities. Parents wishing to observe classrooms schedule appointments with the teacher.

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

Parents receive phone notification if their child is absent during the school day. If no written notification of absence is provided, the school solicits the notification via a form letter sent or mailed home. Teachers may ask parents to sign assessment papers. Some students use their agenda books as a communication tool with parents who sign off on homework completion and exchange messages with teachers. Parent Portal is available for parents to view assignment completion when teachers update grades.

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

Parent voices are heard through school generated surveys (paper or survey monkey) and by LSC, PTA, and Friends of Clissold surveys. Parents are encouraged to complete the 5-essentials survey during 3rd quarter report card pickup. Coffee with the Principal is a routinely held meeting where parents are encouraged to come to the school and provide feedback. Additionally, parents may contact the school, administration, counselors, coordinators or staff via phone, email, or visit.

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

Students partake in conversations with teachers regarding their own reading and math goals which are measured by NWEA MAP tests beginning in the primary grades. Both the Montessori program and MYP have programmatic elements that specifically engage the student in learning and reflecting upon learning. Student attitude and character development is part of the school's climate and culture plan and has direct instruction components. Student attendance is recognized quarterly and absenteeism is addressed with students and parents. Students take ownership of their learning and demonstrate that learning in the culminating MYP Community Project--an independent service project.

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.

Clissold has no Title 1 Parent Involvement Funds.

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

Account(s)

Description**Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00