Durkin Park Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Daniel Redmond	Principal	djredmond@cps.edu	No Access
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Team Meetings

Date	Participants	Topic
01/23/2020	Redmond,Acosta,West,Branch ,Price Myren,Reynolds	MeetingDates

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

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

- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 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)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 3 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)

- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**4**

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	Literary and Math growth scores on the NWEA for 5th Grade
Root Cause 1	Lack of a team mentality and agreed upon curriculum of 5th Grade Teachers. Teachers are not collaborating past the compliance stage. We will redesign the grade level duties and subject areas and provide a team building retreat to bring team together. All Grade Level meetings will be monitored.
Area of Critical Need 1	Literary and Math growth scores on the NWEA for 2nd Grade

Root Cause 2	Lack of coaching and pd for 2nd grade teachers. Teachers are dedicated but putting their energies into the wrong avenues for student success.
Area of Critical Need 3	Math scores for all students on the NWEA and especially for Students African American
Root Cause 3	Lack of a grasp of basic math skills in order to continue growth in Math. Many of ur transfer students are below grade level, especially African American students. Pre test transfers to find skill levels and create tutoring and assimilation activities. Expand ST Math.

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
Vision: NWEA Attainment G2 (Math) I chose this metric because we have been in the red at the second grade level for two years in a row and it appears we are doing bad with African American students	Overall		50.00	55.00
	African American		40.00	50.00
Vision: NWEA Attainment G2 (Reading) I chose this metric because we have been in the red at the second grade level for two years in a row and it appears we are doing bad with students with IEP's	Overall		60.00	65.00
	Students with IEPs		20.00	25.00
SQRP: National School Growth Percentile - Math (Grades 3-8) I chose this metric because we took a large dip in Math growth last year going from 72 % to 53 % and the dip was even more apparent with African American students	Overall		60.00	65.00
	African American		40.00	50.00
Vision: NWEA Growth G3-8 (Reading) I chose this metric because we can move above 70% and earn another point and it is within our reach.	Overall		70.00	75.00
	Students with IEPs		50.00	53.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) I chose this metric because we need to move all of our students into this category and it is not only a short term but also a long term goal.	Overall		60.00	65.00
	African American		50.00	60.00

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey wE HAVE ALWAYS BEEN wELL oRGANIZED ON THIS sURVEY SO THERE IS NO REASON NOT TO EXPECT THAT WE SHOULD CONTINUE TO BE.			5.00	5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we create a comprehensive Professional Development Plan for the 2020-2021 school year that contains Backward by Design teaching strategy that is fully aligned to the standards and is adaptable to all core subjects
Then we see...	Then we should see an increase in teacher capacity for instruction and student engagement that is rigorous and aligned to the skills and standards appropriate to each grade level and core subject area
which leads to...	Higher student learning based on critical thinking that revolves around grade appropriate tasks and lessons that are aligned to the standards and skills and that push students to higher levels of understanding which should translate to higher ON Track and NWEA levels. (Actual percentages for goals in these areas will be developed when new base line data is available when schools reopen.)

Budget Description	Funds from 115 for the ILT and ISL to meet over the summer and plan out opening PD for the year and to map out PD for the entire school year. Il Empower grant money for after school and Saturday PD for teachers.
Tags	Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Math: Rigorous Tasks
Action steps	(Not started) Create opening PD by meeting with ILT and ISL over the summer break Tags:Leadership for Continuous Improvement (Not started) Map out (using Backward by Design) all PD topics and dates for the 2020-2021 school year Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Math: Rigorous Tasks (Not started) Hold two 1 hour after school PD sessions every 5 weeks. Tags:MTSS: Curriculum & Instruction (Not started) Monitor student success every 5 weeks after establishing a baseline after the fifth week of school. Tags:Assessment: Checkpoint Student Assessment System (Not started) Train ILT members in the use of Checkpoint Assessment so that they can train their clusters and grade levels can then have common aligned assessments. Tags:Assessment: Checkpoint Student Assessment System

Strategy 2

If we do...	If we create a schedule that allows for Grade Level and Cluster common meeting time for creation of Scope and Sequence in Math and Reading, shared lesson planning, creation of common assessment and grading practices, review of student work and assessments, and peer observations and coaching outside of REACH.. IN addition all major standards sill be included with indicators of mastery.
Then we see...	Then we should see equitable teaching across grade levels, scaffolding of abilities and skills from one grade level to the next and rigorous student tasks and assessments and equitable grading practices.
which leads to...	More equitable teaching across grade levels that should help close gaps which should increase ON Track Rates and NWEA Percentiles (Actual goals for increases will be based

	on base line data created after we reopen schools). In addition formative assessments should be better aligned and indicative of student progress.
Budget Description	115 funds for six special teachers to provide common planning periods for teachers in the same clusters. 332 funding for an MTSS Liaison to advise primary clusters in best practices and identifying struggling students and 332 funds for a .5 position for an ILPT person to work with Bilingual students.
Tags	Curriculum, CIDL: Curriculum, Equity: Fair Policie sand Systems, FACE2: Parent Engagement, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality, Math: Formative Assessment, Math: Equitable Access
Action steps	• (Not started) Create a budget that includes six special teachers including Art, Library, Gym, Computers, Arabic, and Music Tags:Arts Education: Equitable Access to the Arts, Equity: Resource Equity • (Not started) Put together a master schedule that has daily common planning time for grade levels and clusters Tags:Leadership for Continuous Improvement • (Not started) Create an MTSS and Bilingual Support schedule that supports struggling students and creates an equitable learning environment Tags:Equity: Resource Equity, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, Math: Equitable Access • (Not started) Create a system of formative assessments to be used to monitor student growth for all clusters using Checkpoint Assessment. Tags:Assessment: Checkpoint Student Assessment System • (Not started) Create a calendar of Formative Assessments for the school in conjunction with grading to check on the mastery of standards. Tags:Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Establish a school wide approach to MTSS for use in instruction on all three tiers. The approach should be constant and fluid with students moving from tier to tier as needed. Tags:MTSS: Curriculum & Instruction • (Not started) Provide DDI cycles on task complexity and Balanced assessments including a schedule for safe practice and peer coaching. Tags:CIDL: Curriculum

Strategy 3

If we do...	If we provide access to technology for every student, give teacher's PD on creating Leveled E learning activities, and align e learning assignments to grade level skills
Then we see...	then we should see an increase in e learning activity by the students, done independently in conjunction with in school instruction
which leads to...	students recovering lost learning due to the 2019-2020 school closure
Budget Description	115 Technology Equipment, 115 teacher PD during August Google Hangouts
Tags	Curriculum, Personalized Learning: Learner Focused
Action steps	(Not started) Inventory all devices after we return to school. Tags:CIDL: Digital Learning (Not started) Redistribute devices so every student has a device based on the fact we were a one to one school at the time of the closure. Tags:CIDL: Digital Learning (Not started) Create PD for teachers during ILT meetings in the summer. Tags:Curriculum

Strategy 4

If we do...	If we create a remote learning hour for all students after school presented by their homeroom teachers
Then we see...	then we should see all students engaged in remote learning, strengthening their understanding and use of technology along with extra time spent with classroom teachers ,
which leads to...	which will result in students making up some of the lost time due to 2019 -2020 school closure thereby recapturing some of the skills that weren't developed during that school year and creating a strong remote learning system school wide.
Budget Description	We will have to create a bucket for teacher after school to participate in this exercise. We are talking about approximately 24 teachers at 1 hour a week at approximately 60 per hour or about 1500 per session. Looking to provide twenty sessions over the entire year totaling 30,000. Funds from IL Empower, SBB and Title I
Tags	
Action steps	(Not started) Train teachers to strengthen their use of Google for classroom sessions remotely as well as train teachers on Assessment Checkpoint.

	Tags:CBE: Extended Learning, CIDL: Curriculum, Equity: Resource Equity
	• (Not started) Present information to all parents through grade level parent meetings. Tags:Equity: Inclusive Partnerships • (Not started) Create a system for students to sign out their individual devices for the entire school year Tags:MTSS: Curriculum & Instruction • (Not started) Monitor student participation by Grade level every week. Tags:Assessment: Curriculum Equity Initiative

Strategy 5

If we do...	In 2nd Grade, if we shift away from whole group dominated math schedule to a small group, mini lesson format began this year. GoMath was driving the scope and sequence rather than using NWEA RIT and spiral review - GoMath is very lineal.
Then we see...	Students working on skill and concepts where they are weak rather than using valuable class time on skills they have already mastered
which leads to...	Stronger understanding of math concepts and skills as evidenced through biweekly monitoring using Checkpoint Assessment.
Budget Description	We will need to do Fall testing on NWEA instead of waiting for the Winter Session in second grade
Tags	CBE: Performance Based-Assessment
Action steps	• (Not started) Give 2nd Grade teachers coaching on setting up small group instruction. Tags:Equity: Targeted Universalism • (Not started) Give the Fall NWEA Assessment so teachers have the areas students need to strengthen. Tags:Assessment: Monitoring Student Learning to Support Growth • (Not started) Create a coaching schedule with ISL Tags: • (Not started) Create Math Learning Block K-2

	Tags:MTSS: Curriculum & Instruction, Math: Formative Assessment, Math: Curriculum
	• (Not started) Give BOY inventory assessment to address student gaps
	Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Math: Formative Assessment
	• (Not started) Create weekly common math checkpoint assessments
	Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Math: Rigorous Tasks
	• (Not started) Adopt a small group planning template
	Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction
	• (Not started) Monitor small group plans weekly using school created or adopted tracker
	Tags:Leadership for Continuous Improvement, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring
	• (Not started) Offer support through ILT and ISL with classroom observations and coaching
	Tags:Leadership for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction

Action Plan

Strategy 1

Create opening PD by meeting with ILT and ISL over the summer break

Jul 01, 2020 to Aug 31, 2020 - Admin, ILT, ISL

Map out (using Backward by Design) all PD topics and dates for the 2020-2021 school year

Jul 01, 2020 to Aug 31, 2020 - Admin, ILT, ISL

Hold two 1 hour after school PD sessions every 5 weeks.

Sep 07, 2020 to May 28, 2021 - Admin, ILT

Monitor student success every 5 weeks after establishing a baseline after the fifth week of school.

Sep 21, 2020 to May 24, 2021 - Admin, ILT, Teachers

Train ILT members in the use of Checkpoint Assessment so that they can train their clusters and grade levels can then have common aligned assessments.

Jun 01, 2020 to Jul 30, 2020 - ISL, ILT. Admin

Strategy 2

Create a budget that includes six special teachers including Art, Library, Gym, Computers, Arabic, and Music

Apr 20, 2020 to May 25, 2020 - Admin

Put together a master schedule that has daily common planning time for grade levels and clusters

May 25, 2020 to Jul 31, 2020 - Admin

Create an MTSS and Bilingual Support schedule that supports struggling students and creates an equitable learning environment

Aug 24, 2020 to Sep 11, 2020 - Admin, MTSS Instructor, Bilingual Lead

Create a system of formative assessments to be used to monitor student growth for all clusters using Checkpoint Assessment.

Aug 24, 2020 to May 28, 2021 - ILT, Admin, Teachers

Create a calendar of Formative Assessments for the school in conjunction with grading to check on the mastery of standards.

Aug 03, 2020 to Sep 21, 2020 - ILT, Admin, MTSS

Establish a school wide approach to MTSS for use in instruction on all three tiers. The approach should be constant and fluid with students moving from tier to tier as needed.

Aug 04, 2020 to Sep 21, 2020 - MTSS, ILT, Teachers

Provide DDI cycles on task complexity and Balanced assessments including a schedule for safe practice and peer coaching.

Sep 21, 2020 to Feb 26, 2021 - ILT, Clusters, Admin.

Strategy 3

Inventory all devices after we return to school.

Sep 01, 2020 to Sep 30, 2020 - IT, AP, Principal

Redistribute devices so every student has a device based on the fact we were a one to one school at the time of the closure.

Sep 01, 2020 to Sep 30, 2020 - It. AP, Teachers

Create PD for teachers during ILT meetings in the summer.

Aug 02, 2020 to Aug 21, 2020 - ILT, Admin

Strategy 4

Train teachers to strengthen their use of Google for classroom sessions remotely as well as train teachers on Assessment Checkpoint.

Aug 24, 2020 to Sep 25, 2020 - IT and ILT

Present information to all parents through grade level parent meetings.

Aug 24, 2020 to Sep 25, 2020 - Teachers and Admin

Create a system for students to sign out their individual devices for the entire school year

Jul 01, 2020 to Aug 03, 2020 - ILT, IT

Monitor student participation by Grade level every week.

Sep 25, 2020 to Mar 26, 2021 - Teachers, Admin

Strategy 5

Give 2nd Grade teachers coaching on setting up small group instruction.

Sep 01, 2020 to Nov 30, 2020 - Admin, ISL

Give the Fall NWEA Assessment so teachers have the areas students need to strengthen.

Sep 21, 2020 to Oct 15, 2020 - MTSS Liaison, Test Coordinator

Create a coaching schedule with ISL

Sep 21, 2020 to Oct 16, 2020 - Admin, ISL

Create Math Learning Block K-2

Sep 01, 2020 to Sep 20, 2020 -

Give BOY inventory assessment to address student gaps

Sep 01, 2020 to Oct 01, 2020 -

Create weekly common math checkpoint assessments

Sep 01, 2020 to Jun 25, 2021 -

Adopt a small group planning template

Sep 01, 2020 to Sep 30, 2020 -

Monitor small group plans weekly using school created or adopted tracker

Oct 01, 2020 to Jun 30, 2021 -

Offer support through ILT and ISL with classroom observations and coaching

Oct 01, 2020 to Jun 30, 2021 -

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.

School will review all results of NWEA, IAR and all other state requirements as data is presented every year. In addition school will review and use the Five Essentials to identify areas for improvement. School will also use parent survey data and Network Walk through summaries.

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

The ILT and administration meets every week to discuss implementation of programs etc. to ensure students are given the means to meet proficient and advanced levels of academic achievement. Digital programs pushing the students to move to higher levels of achievement are in place in every grade level.

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.

The school follows all guidelines in place by the CPS and ISBE. School aligns all lessons to the Common Core Standards.

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).

School has in place a robust Diverse Learner and Bilingual Program including a full time ELPT and MTSS teacher.

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

Due to the school's reputation it has a file of active resumes to fall back on when an opening occurs. We also use the TALEO system through the CPS if necessary.

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.

School takes part in Network and CPS Summits and Professional Development as well as plans out its own school wide PD using scientifically based research.

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

We hold several student/parent events throughout the year with the cooperation of the PAC, BAC and LSC. We have Cultural Night, Several Movie nights, Reading Night etc. We also encourage parent volunteers and have a vibrant PAC and BAC.

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.

We are expanding our pre-k program this year to include six classrooms instead of four in conjunction with the Office of Early Childhood Education.

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.

The ILT reviews and decides on what assessments will be used in addition to those mandated by the state and CPS.

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.

We use MTSS in grades K - 5 and the clinicians in grades 6-8. We have established Saturday School and after school tutoring programs as well as Homework helper.

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.

The counselor works with all parents who are seeking outside services.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

We hold a State of the School Meeting every fall.(Usually in October after the SQRP Ratings are finalized.) All parents are invited to attend and all of the
information of where we stand is presented at that time. Parents sign in and are given all required documents and surveys. CIWP is reviewed every quarter with PAC

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

We have a vibrant PAC and we hold monthly meetings. We also hold an Open House where we talk about Title ! and we hold our Title I Mandatory Meeting in
the fall. This year we are holding our Title 1 meeting on September 18, 2020 and the State of the School Meeting on October 23, 2020. The Organizational
meeting is always held the same day as the informational meeting which, to repeat, is September 18, 2020.

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.

The PAC holds Monthly Meetings and any other meetings that they might need. The school advertises these meeting in their letters to the parents and
provides the space in which to hold them

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.

Student reports are sent home with the student or given to parents at Report Card Pick UP. Students are also given their scores on NWEA and IAR Tests
when they arrive at the school.

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.

Parents will be informed by letter if this were to occur for any reason.

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.

Parents are given access to the parent portal and we go over these items at the parent meetings held by grade level. Any documents or handbooks are
linked on our web page.

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.

We have a computer lab that is open to parents and the Tech Teacher assists any parent on how to use the technology available. The PAC and BAC bring in
guest speakers including teachers to work with parents on parenting skills, helping with homework and finding community program

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.

We hold Report Card Pick Up twice a year as well as include parents as volunteers, parent patrol, chaperones, etc. Teachers now use real time programs
like Class dojo and Remind to communicate with parents and share idea. Parents also are often given actual packets of materials in the primary grades to
use at home with their children.

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

We have a pre-k which is expanding by four classrooms and community in schools program that reaches out to the parents

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

All correspondence is sent out and translated in bSpanish and where necessary, Arabic.

Policy Implementation Activities

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

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic

achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

School will provide every student the opportunity, tools, instruction and encouragement to excel in college or career and in life.

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.

Report Card Pick Up after the first and third Quarter, Parent Meetings, Parent Conferences.Every grade level holds a parent information meeting within the
first two weeks of school.

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 and Report Cards every five weeks. Weekly agenda notes on primary level. All teachers use text and email as well as Parent Portal. The
programs include class dojo and remind which can alert parents when students fall below certain levels and these programs are real time meaning teachers
are in daily contact with parents.

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

Parents may make an appointment to see a teacher during their prep or lunch period or after school if the teacher agrees to that. Parents also correspond
electronically.

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 can be volunteers by filling out the paper work required by the Board of Ed. They can also volunteer as chaperones and once in a while volunteers.

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

Parents will make sure their children are in attendance everyday they are well and will contact school when this isn't possible. Parents will assist their children
and help them get their work in on time.

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

Parents are actively encouraged to attend the LSC, PAC, BAC and other parent meetings held throughout the year.

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

Students will come to school on time every day, ready to work and cooperate within the learning environment.

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.

BAC and PAC meetings will be held very month. Parents will also plan and execute several social events during the year to network with one another.
Meetings will invite speakers to help parents with parenting skills, the use of and safety for technology and working on homework with their child.

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.	$650.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$750.00
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)	$1800.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$109.00

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.	$350.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00