

Annie Keller Elementary Gifted Magnet School 2020-2022 plan summary

Team

Name	Role	Email	Access
Chalese Conley Dunbar	Principal	caconley@cps.edu	No Access
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Team Meetings

Date	Participants	Topic
01/30/2020	Chalese Conley Dunbar, Ethelyn Wess, Carrie Comer, Temi Asein, Amy Kelley	SEL Framework School Strengths and Challenges
02/13/2020	Chalese Conley Dunbar, Carrie Comer, Temi Asien, Peter Davis, Amy Kelley, Joe Tandyk, Nastarica Coutee'	Partnerships and Communication, SEL Framework, School Strengths and Challenges, Organization of the School day, Curriculum and Instruction
02/27/2020	Chalese Conley Dunbar, Carrie Comer, Temi Asien, Amy Kelley, Joe Tandyk	SEL Framework, School Strengths and Challenges, Organization of the School day, Curriculum and Instruction

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Staff bulletins, weekly meetings, Bi-weekly ILT meetings, Weekly parent communication, etc.
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Meeting agendas, Staff PD, ILT, Weekly staff meetings, Weekly Staff Bulletins

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 4 Curriculum connects to real world, authentic application of learning
- 4 Curriculum is aligned to expectations of the standards
- 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:** Evidence- unit plans, lesson plans, bulletins boards, classroom libraries, etc. Some components are present, however, diverse curriculum is needed to meet the needs of all student populations.
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Student Scheduling, Student work, Unit plans, SEL curriculum and instruction, Student assessments, etc. Most teachers agree that Questioning and Discussion Techniques is a significant point of entry for learners, which can lead to or result in differentiated instruction.
- 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
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 Improve and promote assessment literacy

- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Use of instructional rubrics, Posted grading criteria, Immediate and actionable feedback, Progress Reports/Report Cards, CCSS standards utilized for instruction, etc. Assessments aligned with MAP are needed to confirm student challenges, as they are conveyed with MAP results.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 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)

- 4 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)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Student TIP's (Targeted Intervention Plan), Unit plans, Teacher instruction, Teacher Email to parents, Principal Weekly Communication to parent, etc. As stated, Keller is in need of diagnostic measures that are reliably aligned to MAP.
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** College and Career Fair, High school fair, College Displays, City wide competitions, Unit plans, etc.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Staff professional development, unit planning, SEL curriculum, Parent Communication, Staff Bulletins, etc.
- 2 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** More partnerships and opportunities are needed for students to engage with current issues and community based organizations, thereby creating authentic learning experiences.
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** ILT meetings, Student Scheduling, SEL curriculum, Unit plans, etc.
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** SEL curriculum and practices, CPS Student Rights and Responsibilities, etc.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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)
 - 3 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)
- 2 Partner equitably with parents speaking languages other than English
- 2 Partner with one or more organizations that share the values of the school’s vision (REQUIRED: OSEL)
- **Evidence:** Strategies are needed in a number of these areas; however, Keller is developing.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	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	Increase the percentage of students from 76% to 83% exceeding their RIT in Reading
Root Cause 1	Find and utilize benchmark assessment that will assist with identifying areas of challenge and help with next steps planning
Area of Critical Need 2	Provide student opportunities to participate within the instructional and social environment with Student Voice
Root Cause 2	More instructional student engagement is needed and assistance with students social emotional needs
Area of Critical Need 3	Instruction
Root Cause 3	Too much usage of whole group, differentiation with flexible grouping is needed to address the needs of students within a particular RIT band.
Area of Critical Need 4	MTSS
Root Cause 4	Lack of common assessment, lack of structured analysis to assist with validating areas of student challenge; and therefore determining reliable next steps

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) This metric was chosen as it Keller's goal of 80% of students exceeding their target goal in the content area of Reading were met. Moreover, Keller continues to focus on finding a solution to the scoring gap that appears when students are matriculating from grade 5 to grade 6.	Overall		83.00	85.00
	African American		65.00	68.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8)	Overall		95.00	95.00
African Americans students, primarily begin on equal footing with their peers of other ethnicities when entering Keller. However, the achievement gap begins to appear at approximately grade 3,4.	African American		72.00	75.00
(Blank)				
(Blank)				
(Blank)				

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 5Essentials is the thermostat of the school. I believe it gives a good indication of the community's perception of the culture and climate of Keller. Often times I am able to utilize the results from the survey to determine programming needs. I encourage all populations to participate by informing them of how their feedback helps with improving the school.			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
(Blank) (Blank)					

Self-assessment

Chalese Conley Dunbar (Mar 10, 2020)
 Overall assessment: **4 (nearly all/all practices evident)**

Keller realizes that data is fluid, and can change based on student mastery. Teachers continue to align their practices to relevant frameworks ensuring that students are mastering and exposed to those frameworks holistically. However, delivery- instructional strategies, cultural relevance, and personal pedagogy are critical to student success. Reflection on ever-changing student data is always used to drive instruction.

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Strategies

Strategy 1

If we do...	If we engage students in Standards based learning (Literacy), thereby fostering student ownership, and creating opportunities for students to demonstrate learning through student selected inputs
Then we see...	increased student engagement, student work that is diverse and equitable as a result of students' strengths and interests,
which leads to...	which will lead to 83% of students exceeding their Reading RIT score.

Budget Description	Utilize a co-teaching model and/or differentiated instruction with teacher supports; funding will be provided from Student Based Budgeting, fund 115. Staff will continue to participate in professional development (pd) and provide pd to staff, in an effort to build capacity; fund 353 will be utilized for pd. Buckets will be created to assist with materials and resources needed for project based learning- as applicable.
Tags	Instruction, Assessment: Checkpoint Student Assessment System, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: SEL Integration
Action steps	<ul style="list-style-type: none"> (Not started) Staff participates in Project Based Learning Professional Development and plan for instruction, using skills learned from pd. <p>Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> (Not started) Instructional plans implementation. Plans will be monitored and updated on a weekly basis, according to results from teacher created assessments and Check point assessments. <p>Tags:Instruction, Assessment: Checkpoint Student Assessment System, CBE: SEL Integration, Literacy: Shift 2-Leveraging Data to Close Gaps</p>

Strategy 2

If we do...	If we facilitate the student process of exercising their(student) voice,
Then we see...	then students will be able to engage democratically, in the processes that impact school policies and decisions,
which leads to...	which will lead to relevant student engagement holistically, i.e. instructional, peer-relationships, and extracurricular activities.
Budget Description	A student voice committee will need to be created with 8-16 students, from each grade level. An internal accounts line will be created with funding beginning at \$500 to be utilized for field trip assistance, uniform shirts, etc. Funding for the line will come from beverage sales or picture money, both of which can be utilized for general student use. The Assistant Principal will facilitate the student voice committee.
Tags	Student Voice, Engagement, and Civic Life, Equity: Inclusive Partnerships, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership, OSEL: SEL Instruction, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Attend OSEL Professional Development <p>Tags:Student Voice, Engagement, and Civic Life, Equity: Inclusive Partnerships, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership, OSEL: SEL Instruction, OSEL: Supportive School Environment</p>

Strategy 3

If we do...	If we utilize school teams (ILT, Cluster, SEL) to analyze formative and summative data in an effort to improve instruction by facilitating grouping, differentiation, and individualized learning,
Then we see...	then we will see equitable instruction that meets the needs of all student populations (subgroups),
which leads to...	which leads to increase student engagement resulting in maintaining 92% of students exceeding their math RIT scores and 83% of students obtaining their reading RIT score.
Budget Description	The ILT, SEL, and Cluster Teams are foundation teams, that are created from year to year, depending on staffing availability. Keller will continue to utilize NWEA systems- District cost, IXL- \$4400, Study Island- \$4750, Newsela- \$2000, to analyze student learning for data trends. Keller will also review purchasing an SEL program for grades 6-8, and renewing Second Step (\$6000) programming for grades, 1-5. Funding for these programs come from SBB. Teams will continue to survey specific populations to determine needs, and utilize established programs to facilitate resolutions.
Tags	Instruction, MTSS, Equity: Targeted Universalism, OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Staff Professional Development, NWEA, Second Step, Tags:Instruction, MTSS, Equity: Targeted Universalism, OSEL: SEL Instruction

Strategy 4

If we do...	monitor usage of Reading benchmark assessments, facilitated by the Instructional Leadership Team (ILT), and focus on students' level of mastery with Common Core Standards
Then we see...	teachers who have utilized the analysis and feedback provided by the ILT, which will result in the modification of instruction that is responsive to students' needs
which leads to...	Students' increased mastery of standards, which will lead to an increase in NWEA Student Reading RIT scores.
Budget Description	The ILT will analyze teacher created assessments that were created utilizing the Check Point system, paid for by the District. The ILT will meet twice monthly, analyzing lesson plans and aligned Check Point Assessments, in an effort to provide teachers with immediate feedback resulting in the adjustment of instruction.
Tags	Instruction, Assessment: Checkpoint Student Assessment System, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> (Not started) ILT members will be selected according to interest and specialty. Tags:Teacher Leader Development & Innovation: Teacher Teams

	<ul style="list-style-type: none"> (Not started) ILT will be re-trained with the See It, Name It, Do It, protocol, the alignment of CCSS standards, and styles of feedback. <p>Tags:Assessment: Checkpoint Student Assessment System, MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) ILT will begin collecting teacher created student artifacts from the Check Point system for analysis and feedback in ILT meetings, which will meet twice monthly <p>Tags:Assessment: Checkpoint Student Assessment System, MTSS: Curriculum & Instruction</p>
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Strategy 5

If we do...	utilize staff Classroom Walkthroughs, specifically focused on teaching strategies of flexible grouping and differentiation,
Then we see...	the continued development of a cohesive learning environment that builds internal capacity toward instruction, and increased teacher competency in using flexible grouping and differentiated learning
which leads to...	increased student NWEA RIT Scores.
Budget Description	This strategy will come at no cost to the district, participation and training will occur during administrative designated preparatory periods.
Tags	Instruction, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) During Staff meetings (twice monthly) teachers will spend time reading text and discussing walkthrough's; Staff Meetings occur weekly, in 30 minute time increments. <p>Tags:Instruction, MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) Staff will begin participating in peer walkthrough's, resulting in instructional feedback for immediate application. <p>Tags:Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Success will be monitored and/or adjusted according results from surveys, monitoring the fidelity of practices used within classroom instruction, and teacher feedback. <p>Tags:</p>

Action Plan

Strategy 1

Staff participates in Project Based Learning Professional Development and plan for instruction, using skills learned from pd.

Jul 01, 2020 to Aug 21, 2020 - Mrs. Conley Dunbar/Mr. Davis

Instructional plans implementation. Plans will be monitored and updated on a weekly basis, according to results from teacher created assessments and Check point assessments.

Sep 09, 2020 to Jun 14, 2021 - Administration/Teachers/ILT

Strategy 2

Attend OSEL Professional Development

Jun 01, 2020 to Aug 03, 2020 - Principal, Assistant Principal,

Strategy 3

Staff Professional Development, NWEA, Second Step,

Jul 30, 2020 to Aug 31, 2020 - Principal, Assistant Principal, Staff

Strategy 4

ILT members will be selected according to interest and specialty.

Jul 01, 2020 to Jul 15, 2020 - Administration

ILT will be re-trained with the See It, Name It, Do It, protocol, the alignment of CCSS standards, and styles of feedback.

Jul 15, 2020 to Sep 11, 2020 - Administration, ILT

ILT will begin collecting teacher created student artifacts from the Check Point system for analysis and feedback in ILT meetings, which will meet twice monthly

Sep 14, 2020 to Jun 18, 2021 - Administration, ILT

Strategy 5

During Staff meetings (twice monthly) teachers will spend time reading text and discussing walkthrough's; Staff Meetings occur weekly, in 30 minute time increments.

Sep 14, 2020 to Oct 16, 2020 - Administration and Teachers

Staff will begin participating in peer walkthrough's, resulting in instructional feedback for immediate application.

Sep 21, 2020 to Jun 18, 2021 - Administration and Teachers

Success will be monitored and/or adjusted according results from surveys, monitoring the fidelity of practices used within classroom instruction, and teacher feedback.

Sep 14, 2020 to Jun 16, 2021 - Administration and Teachers

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.

Keller does not receive Title 1 funds.

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

Keller does not receive Title 1 funds.

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 Principal corresponds with parents weekly, offers surveys through out the year, and holds two Teacher Parent Conference days. Additionally, Parent Chats will be added at the progress reporting periods.

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.

Parents are provided results three times a year; reports are distributed during Report Card Pick up, at the conclusion of the Second Quarter, and the conclusion of the school year, Fourth Quarter.

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.

Keller does not receive Title 1 funds.

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.

Keller does not receive Title 1 funds.

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.

Each teacher sends a newsletter regarding the facilitation of curriculum. Parents will also be invited to participate with workshops, given survey results indicative of need.

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.

Professional Learning will be given to staff members, regarding partnering with parents and community organizations. Also, practices put into place as a result of professional learning will be monitored by administration.

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.

Keller does not have a Pre- K, nor Kindergarten program.

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.

Weekly communications from staff are distributed to parents, via email. The school uses the Google platform, which allows families to choose their choice of language. Also, administration will be working with the Office of Language and Culture to determine best practices for Keller.

Policy Implementation Activities

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

<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>

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

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.)

Mission-The Mission of Annie Regional Gifted Center is to provide all students with continuous, high quality instructional excellence. We successfully educate all students by recognizing and addressing the unique needs of our gifted scholars.

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.

The school will hold Parent Teacher Conferences in alignment with the District, November 18, 2020 and April 21, 2021. Also, they will be held, per request of Staff and/or Parents.

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

Progress reports are given to students through out the school year, during each quarter, after the fifth week has concluded. Parents are notified through Staff communication of pending distribution and actual distribution. Progress reports are also provided upon parent request.

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

Staff will be available for parent conferences during District designated times, upon request of the parents, during preparatory periods, or before the start or after the conclusion of the school day- at the staff's discretion.

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 may participate with school events and committees, i.e. Parents Teachers Association (PTA), Keller Athletic Association (KAA), Friends of Keller (FOA), and other school activities. Parents may volunteer during the lunch/recess hour, field trips, or participate with instruction- at teacher discretion.

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

Parents are asked to partner with the school in many ways. There are many school activities that promote attendance, academic, and social emotional skills.

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 consult with staff during designated Parent Teacher Conferences, parent/staff requested conferences, through electronic communications, and notes. Parents are always invited to partner with staff resulting in the best educational outcomes for the children.

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).

Keller facilitates learning utilizing Common Core Standards and a blend of Social Emotional Models. These standards are articulated to students through teaching, learning, and conferencing. Students are provided several tools, ensuring that they are aware of their progress in each area. Students are also supported academically and emotionally, when requested by the parent or staff member, or when there may be a perceived need.

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.

Keller does not receive Title 1 funds.

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

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>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.</p>	<p>\$0.00</p>
<p>53405</p>	<p>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.</p>	<p>\$0.00</p>

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 by used only by parents.	\$0.00