

Donald Morrill Math & Science Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
05/05/2020	BAC/Pac Officers	Parent Input

Date	Participants	Topic
04/21/2020	Working Group Check-Team Leaders	Theory of Action
04/27/2020	Team leaders held working sessions	Theory of Action and Action Steps
04/17/2020	CiWP-II Empower Alignment	Theory of Action
04/08/2020	ILT	Root Cause Analysis

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 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
 - 2 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:**
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 2 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
- 1 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 1 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 1 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 1 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)
 - 1 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)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 1 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)
 - 1 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)
 - 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 1 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)
- 1 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)
- 1 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)
- 1 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:**
- 2 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 1 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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
 - **Evidence:**

Quality and Character of School Life

- 2 - Relational Trust

- 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)

- 2 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision (REQUIRED: OSEL)
- **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
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: Supportive and Equitable Approaches to Discipline	3

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	Instruction Low Attainment - Grades 3-8, Reading and Math Low Growth - Primary Grades, Reading and Math
Root Cause 1	Instruction- inconsistently implementing the literacy and math blocks with fidelity Teacher capacity to deliver instruction needs support, components of the requirements of the blocks, teacher retention, need coaching on instructional delivery, need support with vertical planning
Area of Critical Need 1	Supportive and Equitable Approaches to Discipline Increase of inappropriate Student-to-student interactions Teacher responses to student misconduct misaligned to behavior Lack of intervention practices in responding to misconducts Increase of extreme behavior action from students Increase in number OSS and ISS; increased reports of bullying; increased reports to OSP.
Root Cause 2	Inconsistent Classroom management and school wide behavior expectations because we lack a school wide discipline plan, inconsistency in classroom management plans among grades and grade level teams, lack of school-wide trauma-informed practices. We will create a school-wide behavior plan with proactive approach and explicit instructions for building social skills.
Area of Critical Need 3	Balanced Assessment and Grading: Large number of students identified as Off Track / Far from On Track - ONTrack Report/ASPEN Limited opportunities for students to provide additional evidence of standard mastery - Gradebook Audits and Teacher meetings Low attendance for African American students

Root Cause 3	Teacher lack of training and awareness on impact of fair and consistent grading practices and assessments to increase student performance. Tier 1 instruction - remediation plan for school-wide community. Parent partnerships.
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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) Consistently low number of students achieving attainment in Grade 2 Math. (5 Year Goal = 72.59%)	Overall		31.00	42.00
	African American		20.30	34.30
Vision: NWEA Attainment G2 (Reading) Consistently low number of students achieving attainment in Grade 2 Reading. (5 Year Goal = 67.54%)	Overall		33.00	42.00
	African American		23.50	34.50
Vision: NWEA Attainment G2-8 (Math) Consistently low number of students achieving attainment in Math - Grades 3-8 (5 Year Goal = 56.2%)	Overall		41.60	45.60
	Students with IEPs		26.80	34.80
Vision: NWEA Attainment G2-8 (Reading) Consistently low number of students achieving attainment in Reading - Grades 3-8 (5 Year Goal = 58.91%)	Overall		47.50	50.50
	African American Female		32.70	39.70
	Overall		93.50	94.20

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate Large number students identified as Off Track / Far from On Track (5 Year Goal = 95.56%; increase of 0.7%/year)	African American		91.51	92.52

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	implement research-based Tier 1 & Tier 2 instruction model for all students that incorporates CCSS and includes rigorous tasks, a mini lesson, small group instruction and a check for understanding
Then we see...	teachers implementing instruction that promotes and supports student engagement with grade level tasks and provides multiple opportunities to demonstrate mastery of standards through whole group, small group and independent practice throughout the entire instructional block
which leads to...	42% of 2nd graders achieving attainment by SY21-22 in both Reading and Math (34% for African American students); 50% of 3-8th Graders achieving attainment in Reading by SY21-22 (40% for African American Female Students); and 45% of 3-8th Graders achieving attainment in Math by SY21-22 (35% for Students with IEPs)
Budget Description	Instructional Coaching-Teacher Leader Position, Student Interventionist IL Empower Grant-Substitute teacher (PD, programming, etc.), Vertical Planning, and Content Area

	<p>Team meetings Ext. Day - Buckets, IXL Reading, Math, Science, SS-Materials (instr. and software), Professional Development Consultants/vendors-Instructional coaching and feedback, Conferences and associated expenses-outside conference for teachers, teacher teams, Supplies-money for books for Instructional PLC Teach Like a Champion 2.0, Driven by Data</p>
<p>Tags</p>	<p>Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Problem Solving Process, ODLSS: Behavior Support, OLCE, OSEL: Supportive Classroom Environment, Science: Rigorous Tasks, Science: Student Discourse, SSCE: Engaging in Difficult or Controversial Discussions, Math: Rigorous Tasks, Math: Formative Assessment</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) Task Development/Alignment - Provide PD for teachers to actively engage students in appropriately complex standards-based tasks aligned to their grade and ability level. Implementation of strategies will be monitored through LP, peer observations and LASW/LAAW during GL meetings.</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Science: Rigorous Tasks, Math: Rigorous Tasks</p> <p>• (Not started) Provide PD for teachers on structure/format of mini-lesson. Establish a set of look-for criteria with teacher teams to be evident in LP and used during peer observations. (BOY/Ongoing)</p> <p>Tags:Instruction, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams</p> <p>• (Not started) Create PLC to deliver professional development that supports best practices for blended learning - in-person and virtual</p> <p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <p>• (Not started) Provide teachers with PD to support best practices for blended learning (in-person and virtual). PLC will create a calendar with topics and meeting dates in Summer 2020. (BOY and ongoing)</p> <p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <p>• (On-Track) Determine assessment tool (Checkpoint, Measuring Up) and develop calendar of quarterly assessments to support progress monitoring and inform whole/small group</p> <p>Tags:Instruction, Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <p>• (Completed) Identify/select staff members (ILT, Admin, Teacher teams) and participate in Orton Gillingham online PD training for remedial reading instruction</p>

	<p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Completed) Identify priority group in K-5/DL for implementation of Orton Gillingham strategies (Summer 2020, Ongoing) <p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Create PD topics calendar focusing on WIDA standards (Can Do Statements) to support grade level expectations. PD to be delivered during GL/PD days. Implementation of best practices will be monitored through LP (whole group/small group instruction), peer observations, and GL task reviews. (Summer 2020, Ongoing) <p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Develop scope/sequence for teacher learning that includes metrics on teacher progress such as data from peer observations, formative assessments, task analysis, and LP/Unit Plan reviews. <p>Tags:Curriculum, Instruction, Balanced Assessment and Grading</p>
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Strategy 2

If we do...	Provide teachers with professional development that supports the creation and implementation of a plan for the school-wide community focused on the awareness and impact of fair grading practices and providing feedback with a focus on student learning
Then we see...	Teachers providing just-in-time support for all students that supports development and understanding of grade-level standards-based instruction, with specific feedback for students
which leads to...	An overall increase in the number of students showing successful standard-based performance as reflected through both Formative and Summative Assessments, gradebook audits, and OnTrack/Near OnTrack reports.
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> • (Not started) Leadership team will develop school-wide progress monitoring cycle for SY20-21 detailing frequency of understanding CFUs (Leadership Team, Summer 2020)

Tags:Leadership for Continuous Improvement, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Provide PD for staff on assessment development that includes various ways for students to demonstrate their understanding/mastery of a skill through formative assessment and targeted feedback. Monitoring will be conducted by ILT/during GL team meeting monthly. (Leadership Team, BOY and Ongoing)

Tags:Leadership for Continuous Improvement, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Provide PD for teachers focused on vertical planning (Universal Curriculum) and alignment of formative and summative assessments. Monitoring will be conducted by ILT/during GL team meeting monthly. (ILT/Admin, BOY and Ongoing)

Tags:Leadership for Continuous Improvement, Curriculum, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Develop and implement a biweekly calendar for GL meetings for teachers to report and analyze assessment data to determine intervention/enrichment plans for students. Teachers will provide students with remediation tools, such as, small group instruction, peer tutoring, and edtech (IXL, Khan Academy, MeasuringUP) (Leadership Team/ Admin and Teachers, Summer 2020 and Ongoing)

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, CBE: Supports, Interventions, or Extensions, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Provide PD around best practices for grading to develop common understanding of grading expectations and protocol for grade review on a weekly basis. Best practices will assist teachers in reflecting on formative assessment and targeted feedback to be conducted during GL Meetings/PD days.

Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Teachers will survey, identify and analyze student learning preferences and styles and incorporate those results in lesson plans or unit plans. (BOY and Ongoing)

	<p>Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> (Not started) Provide teachers with PD/Support around expectations for providing quality and consistent feedback on student performance (Leadership Team/Admin, BOY/Ongoing Support) <p>Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Teachers will provide quality feedback in the form of rubrics, checklists, agendas and expectations communicated to students/families as outlined in teacher lesson plans and monitored through biweekly GL meetings. (Teachers, Ongoing) <p>Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) School will purchase a school-wide executive functioning tool (i.e. Agenda) that students will use daily to record students school-wide expectations which includes weekly objectives, assignments, assessments, project dates, username and passwords. <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p>
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Strategy 3

If we do...	Provide teachers and staff with professional development to design and implement a school-wide discipline plan that incorporates trauma-informed practices and promotes the building of social-skills
Then we see...	Consistent classroom management strategies implemented throughout all grade levels; teachers providing students with support and skills to self-manage and regulate their behaviors, whole school community building positive relationships
which leads to...	An increase in appropriately-aligned teacher responses to incidents which in turn leads to a decrease in the number of In-school and out-of-school suspensions
Budget Description	
Tags	Relational Trust, Equity: Fair Policies and Systems, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Completed) Create a discipline team made up of teachers, support staff and administrators (Admin, Summer 2020)

Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices

- (Completed) Identify a school-wide research-based discipline model that includes a reward system for positive behaviors and tiered consequences aligned to grade level expectations/appropriateness (Discipline Team/ILT, Summer 2020 through BOY)

Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices

- (Not started) Grade Bands will create classroom management plan, based on the research-based, discipline model identified by the School Discipline Team

Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Discipline team will attend PD around SEL/Trauma-Informed practices and provide training for the rest of staff on best practices/methods. (Discipline Team, Summer 2020/BOY/Ongoing)

Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) All staff will model positive behaviors, including explicit teaching of 16 Boys Town Social Skills, and proper procedures for students as a preventative measure and as a way to enforce positive behavior in both academic and social settings.

Tags:Relational Trust, Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, Teacher Leader Development & Innovation: Teacher Teams

- (Completed) Discipline Team will submit grant to adopt SEL programs for school-wide implementation (Discipline Team, Now and Summer 2020)

Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices

- (Not started) Teachers will receive PD to support implementation of SEL activities into daily lesson plans as powerful practice. (Discipline Team/Staff, BOY, Ongoing)

Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) School staff will provide SEL check-ins through morning announcements for morning class meetings.

Tags: Relational Trust, Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices

Action Plan

Strategy 1

Task Development/Alignment - Provide PD for teachers to actively engage students in appropriately complex standards-based tasks aligned to their grade and ability level. Implementation of strategies will be monitored through LP, peer observations and LASW/LAAW during GL meetings.

Jul 01, 2020 to Jun 30, 2022 - ILT, Staff

Provide PD for teachers on structure/format of mini-lesson. Establish a set of look-for criteria with teacher teams to be evident in LP and used during peer observations. (BOY/Ongoing)

Jul 01, 2020 to Jun 30, 2022 - Admin, ILT

Create PLC to deliver professional development that supports best practices for blended learning - in-person and virtual

Jul 01, 2020 to Sep 30, 2020 - Admin, ILT

Provide teachers with PD to support best practices for blended learning (in-person and virtual). PLC will create a calendar with topics and meeting dates in Summer 2020. (BOY and ongoing)

Jul 01, 2020 to Jun 30, 2022 - Teacher Teams, Blended Learning PLC

On-Track Nov 09, 2020

Determine assessment tool (Checkpoint, Measuring Up) and develop calendar of quarterly assessments to support progress monitoring and inform whole/small group

Jul 01, 2020 to Sep 30, 2020 - Admin, ILT

Completed Jun 29, 2020

Identify/select staff members (ILT, Admin, Teacher teams) and participate in Orton Gillingham online PD training for remedial reading instruction

Jul 01, 2020 to Sep 30, 2020 - Admin, ILT, Teacher Teams

Completed Jun 29, 2020

Identify priority group in K-5/DL for implementation of Orton Gillingham strategies (Summer 2020, Ongoing)

Jul 01, 2020 to Jun 30, 2022 - Teacher Teams

Create PD topics calendar focusing on WIDA standards (Can Do Statements) to support grade level expectations. PD to be delivered during GL/PD days. Implementation of best practices will be monitored through LP (whole group/small group instruction), peer observations, and GL task reviews. (Summer 2020, Ongoing)

Jul 01, 2020 to Jun 30, 2022 - ELPT, ILT, Admin

Develop scope/sequence for teacher learning that includes metrics on teacher progress such as data from peer observations, formative assessments, task analysis, and LP/Unit Plan reviews.

Jul 01, 2020 to Sep 30, 2020 - Admin, ILT

Strategy 2

Leadership team will develop school-wide progress monitoring cycle for SY20-21 detailing frequency of understanding CFUs (Leadership Team, Summer 2020)

Jul 01, 2020 to Aug 31, 2020 - ILT

Provide PD for staff on assessment development that includes various ways for students to demonstrate their understanding/mastery of a skill through formative assessment and targeted feedback. Monitoring will be conducted by ILT/during GL team meeting monthly. (Leadership Team, BOY and Ongoing)

Jul 01, 2020 to Jun 30, 2022 - Admin, ILT

Provide PD for teachers focused on vertical planning (Universal Curriculum) and alignment of formative and summative assessments. Monitoring will be conducted by ILT/during GL team meeting monthly. (ILT/Admin, BOY and Ongoing)

Jul 01, 2020 to Jun 30, 2022 - Admin, ILT

Develop and implement a biweekly calendar for GL meetings for teachers to report and analyze assessment data to determine intervention/enrichment plans for students. Teachers will provide students with remediation tools, such as, small group instruction, peer tutoring, and edtech (IXL, Khan Academy, MeasuringUP) (Leadership Team/ Admin and Teachers, Summer 2020 and Ongoing)

Jul 01, 2020 to Jun 30, 2022 - Admin, ILT, Teachers

Provide PD around best practices for grading to develop common understanding of grading expectations and protocol for grade review on a weekly basis. Best practices will assist teachers in reflecting on formative assessment and targeted feedback to be conducted during GL Meetings/PD days.

Jun 01, 2020 to Jun 30, 2022 - Admin, ILT

Teachers will survey, identify and analyze student learning preferences and styles and incorporate those results in lesson plans or unit plans. (BOY and Ongoing)

Sep 08, 2020 to Sep 30, 2020 - Teachers

Provide teachers with PD/Support around expectations for providing quality and consistent feedback on student performance (Leadership Team/Admin, BOY/Ongoing Support)

Jul 01, 2020 to Sep 30, 2020 - Admin, ILT

Teachers will provide quality feedback in the form of rubrics, checklists, agendas and expectations communicated to students/families as outlined in teacher lesson plans and monitored through biweekly GL meetings. (Teachers, Ongoing)

Jul 01, 2020 to Jun 30, 2022 - Teachers

School will purchase a school-wide executive functioning tool (i.e. Agenda) that students will use daily to record students school-wide expectations which includes weekly objectives, assignments, assessments, project dates, username and passwords.

Jul 01, 2020 to Aug 31, 2020 - Admin

Strategy 3

Completed Jun 29, 2020

Create a discipline team made up of teachers, support staff and administrators (Admin, Summer 2020)

Jul 01, 2020 to Sep 30, 2020 - Admin, ILT

Completed Jun 29, 2020

Identify a school-wide research-based discipline model that includes a reward system for positive behaviors and tiered consequences aligned to grade level expectations/appropriateness (Discipline Team/ILT, Summer 2020 through BOY)

Jun 01, 2020 to Sep 30, 2020 - ILT, Discipline Team

Grade Bands will create classroom management plan, based on the research-based, discipline model identified by the School Discipline Team

Jul 01, 2020 to Sep 30, 2020 - Teacher Teams

Discipline team will attend PD around SEL/Trauma-Informed practices and provide training for the rest of staff on best practices/methods. (Discipline Team, Summer 2020/BOY/Ongoing)

Jul 01, 2020 to Jun 30, 2022 - ILT, Discipline Team

All staff will model positive behaviors, including explicit teaching of 16 Boys Town Social Skills, and proper procedures for students as a preventative measure and as a way to enforce positive behavior in both academic and social settings.

Jul 01, 2020 to Jun 30, 2022 - Staff

Completed Jun 29, 2020

Discipline Team will submit grant to adopt SEL programs for school-wide implementation (Discipline Team, Now and Summer 2020)

Jul 01, 2020 to Sep 30, 2020 - Discipline Team

Teachers will receive PD to support implementation of SEL activities into daily lesson plans as powerful practice. (Discipline Team/Staff, BOY, Ongoing)

Jul 01, 2020 to Jun 30, 2022 - Discipline Team, Staff

School staff will provide SEL check-ins through morning announcements for morning class meetings.

Jul 01, 2020 to Jun 30, 2022 - Staff

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.

- 1) School Network or Group Network 10
- 2) School Name 610077^MORRILL

"3) Areas of Critical Need

Example: Literacy attainment among students with IEPs" "5) Root Cause

Example: Lack of common planning time between gen ed teachers and teachers of students identified as diverse learners"

Area of Critical Need 1: "Instruction

Low Attainment - Grades 3-8, Reading and Math

Low Growth - Primary Grades, Reading and Math" Root Cause 1: "Instruction- inconsistently implementing the literacy and math blocks with fidelity

Teacher capacity to deliver instruction needs support, components of the requirements of the blocks, teacher retention, need coaching on instructional delivery, need support with vertical planning "

Area of Critical Need 2: "Supportive and Equitable Approaches to Discipline

Increase of inappropriate Student-to-student interactions

Teacher responses to student misconduct misaligned to behavior

Lack of intervention practices in responding to misconducts

Increase of extreme behavior action from students

Increase in number OSS and ISS; increased reports of bullying; increased reports to OSP. " Root Cause 2: Inconsistent Classroom management and school wide behavior expectations because we lack a school wide discipline plan, inconsistency in classroom management plans among grades and grade level teams, lack of school-wide trauma-informed practices. We will create a school-wide behavior plan with proactive approach and explicit instructions for building social skills.

Area of Critical Need 3: "Balanced Assessment and Grading:

Large number of students identified as Off Track / Far from On Track - ONTrack Report/ASPEN

Limited opportunities for students to provide additional evidence of standard mastery - Gradebook Audits and Teacher meetings

Low attendance for African American students" Root Cause 3: "

Teacher lack of training and awareness on impact of fair and consistent grading practices and assessments to increase student performance.

Tier 1 instruction - remediation plan for school-wide community. Parent partnerships. "

Area of Critical Need 4 (optional): Root Cause 4 (optional):

Area of Critical Need 5 (optional): "

" Root Cause 5 (optional):

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

Morril students academic growth will be measured throughout the year, using NWEA data, Measure UP, Amplify, Diebels as well teacher created assesments etc. This data will be shared with students and will be used to set academic goals for ELA and Math. Teachers will conference with students using this data to identify areas of strength and future areas of growth in each content area. Students and teachers will partner up to create an action plan to reach their goals. After each testing window, data will be reviewed and student's learning will be monitored along the way.

The academic team will continue to ensure that differentiation is taking place within the classrooms, and that small group and individualized instruction is taking place. Morrill's educational experiences is tailored to provide a well-rounded education for every child.

Our case manager, counselors, ELPT and other support staff work with teachers to support struggling learners. As we work to strengthened support for ELL, services for them are provided through co-teaching, differentiation, academic tutoring and and pull-out when necessary.

In addition, we support the SEL needs of our students by attaching and reviewing SEL standards to each academic lesson, checking in and out with students, engaging students in small group sessions including restorative justice practices to our program. We will build our restorative program focuses on the cause of

the misbehavior while building relationships among students and staff. Our students learn to take ownership of their behavior by working through conflicts instead of acting on them. Relationships building between all members of our school community will establish a trusted atmosphere that can resolve challenges. With these practices in place, students will remain in the classroom, actively engaged in activities.

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

We will ensure that all classrooms are standards-based is an essential school-wide reform strategy. Administrators and teachers are constantly reviewing what a standards-based classroom is and where we are with implementation during collaboration as well as observation walkthroughs. This is done on a regular basis so that we can routinely review our instructional practice to ensure we are utilizing best practices. We conduct ongoing development of the professional learning communities where the focus is student achievement when analyzing formative assessment and formative data. Notes are taken from meetings, and copy of the notes are shared with the school leadership team to communicate, monitor and assess implementation. Curriculum maps, curriculum pacing guides, and framework guides are used to guide the instructional planning.

We will address students needs and our particular needs of the historically underserved populations of students who are most times the furthest away from demonstrating proficiency related to academic content and student academic achievement standards through ongoing monitoring of how students are performing, as well as building in time for response to instruction to daily lessons. Students will meet grade level standards during Tier 1 core instruction. Students not meeting mastery in core instruction will receive supplemental instruction. Teachers, behavioral teachers and support staff will provide interventions for students who need additional supports with academic standards; these groups will be constantly monitored to allow for flexible grouping. The tier 2 team will recommend instructional strategies that will help students to improve academically.

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).

Pacing guides are adjusted, as well as lessons, assessments and groups for response to instruction are reviewed and revised for re-teaching. Teachers use the results from classroom assessments, and formative assessments to decide which student need re-teaching or support. In addition, students' individual needs and progress are reviewed. Students who are struggling to perform on grade-level and not showing progress/growth receive additional supports through the MTSS process. The tier 2 team recommends instructional strategies that will help students to improve academically. The tier 2 team also recommends the SEL supports required to help students excel. Every student is assigned a mentor. Mentors will support students with goals, and assistance with connecting them to services they need. Personal literacy is offered to us of our students.

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

Principal and instructional leaders use established processes to identify staffing needs proactively and early. Principal and leadership team manages recruitment efforts and casts a wide net for candidates including, but not limited to, traditional venues. Principals and instructional leaders operated from clear selection processes that focus on matching staff to specific position expectations and are based on prior student-learning outcomes for non-first-year teachers. Principal have evidence that classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student

learning outcomes. Principal and leadership team consistency provide and support teachers with constructive feedback linked to improvement. Principal ensures professional development is designed and linked to teacher observations formative assessment results and school wide goals. Principal makes clear performance expectations aligned with the mission and vision for each position in the school. Principal implements a systematic evaluation process aligned with district expectations. Morrill recruits certified teachers who represent the culture of the school and community.

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.

We include administrators, teachers, paraprofessionals and, if appropriate, pupil support staff, parents, and behavioral staff in our staff development that addresses the root causes of our identified needs. To gain new ideas and learn new strategies and best practices, teachers meet with the lead teachers, case manager, and principal. Teachers are provided an opportunity to participate in training sessions, workshops, as well as various other professional development. Teachers will also participate in mandatory school, network and district professional development.

Data analysis is used to continuously identify specific academic weaknesses, influence curriculum decisions, and direct decisions regarding the types of high quality, sustained professional development offered to staff. Below are some examples of professional development offered to our staff, Behavioral health supports, MTSS, SEL, Reading and Math pacing guides, Instructional Data, differentiated instruction, engaging students, providing rigorous instructions, and strengthening professional learning communities; to name a view.

Professional development is ongoing to meet the need of the diversity of our students and needs of teachers to support student improvement. Teachers also engage in professional development identified by the school leadership team that develop an understanding of critical areas using data analysis to address any challenges/barriers as a means to increase student achievement.

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

There will be specific opportunities for parent outreach in understanding the focus of the school regarding students learning and achievement. Significant effort will be made to inform parents and the community of the mission, structures and outcomes that they can expect as their child attends Morrill. Within the first month of school a parent night kickoff event will occur. Families will be invited into the school to observe their children by participating in bring my parent to school day.

Parents are given information on the progress of their individual child through quarterly report cards and progress reports. In November and April parents are invited into the school for a formal meeting with the teacher and any other pertinent staff for parent teacher conferences. Parents and teachers may request additional meetings to address individual or ongoing issues.

To add, quarterly newsletters are sent home to parents. Parents are invited to award assemblies, and holiday luncheons, and any other programs we have on Morrill campus.

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.

Morrill assists with transitioning prek students to the local elementary school by actively doing outreach to parents about the kindergarten programs. Morrill also offers step up to kindergarten which is a transitional program for prek students to kindergarten.

Morrill also assists parents with completion of the kindergarten application as well as a summer orientation/open house for incoming kindergarten students.

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.

To include teachers in decisions regarding use of academic assessment, the Instructional Leadership Team, ELPT, case manager and principal collaboratively review the assessments and the timeline schedule and plan common assessments that will be utilized. Some examples of the standards-based assessments that are chosen based upon text-dependent NWEA and IAR are text-dependent assessments, samples from ISBE, and district. As well as culminating project-based and/or performance tasks, which are assessed using rubrics. Teachers provide specific feedback to students for the standards-based assessments so that students have another opportunity to demonstrate mastery of the standards. Students are encouraged to continually assess and improve the quality of their work through the use of models, reflection, critique, and rubrics. Authentic models are provided to give students an opportunity to see what mastery level work looks like and to compare their own work to. This helps to decide how they might refine their own work. Collaborative groups provide students the opportunity to evaluate their work using the criteria and discuss how to improve their work with feedback from peers as well as the teacher as support staff and team meetings focus on how to develop assessment-capable, visible learners who can evaluate their own learning, know what to do when they get stuck, and collaborate with others. During teacher collaboration, teachers discuss classroom attributes such as routines, procedures, and expectations, that support a culture of thinking and one that encourages student to actively seek feedback from their peers and teachers. In addition, teachers review student work, providing teachers an opportunity to share ideas and strategies to improve instruction within a grade level as well as across grade levels. The principal, and the leadership team regularly monitors implementation and consistency of the assessments.

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.

Morrill will provide opportunities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Some examples of these activities are intervention which includes additional time for re-teaching, small group interventions, and one-to one instruction; to name a few.

Teachers use the results from classroom assessments, benchmarks, and formative assessments to make decisions about student groups. In addition, students' individual needs are discussed. Students who are struggling to meet grade-level expectations receive additional support through MTSS process. Teacher typically identify students who are considered to be at risk based on the student's performance in the class; however, administrators, counselor or parents can also make referrals. Different types of data are reviewed including benchmark assessments such as running records and common assessments as well as classroom assessments. Teacher are expected to implement specific, strategies for the identified students for four to six weeks in an effort to improve student academic and behavioral performance. If strategies do not improve performance in Tier II or Tier III, then team will seek a referral for educational testing. Once the evaluation process is completed, the MTSS team meets again to review the results and determine the best approach to take for the student. In addition, there is ongoing collaboration and coordination between the case manager and classroom teachers to maximize student learning.

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.

Morrill will partner with mentoring groups/programs who would come into our schools and would assist us with improving student's behavioral issues, SEL, remediation, and improving self-esteem of our students. All mentors must complete and pass a background check.

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.

The initial Parent Advisory Council (PAC) and Bilingual Advisory Council (BAC) meetings will be held in September of each year. The Annual Title I Organizational meetings will be held on the same day as the initial meetings. The meeting agendas will be posted by all entrance doors, a flyer will be sent home in colorful paper, it will be posted on Morrill's website, the school's calendar, and on the Marquee. During this meeting the principal will review and distribute Morrill's CIWP that was developed for the school years 2020-2022, Morrill's Title I Parent Involvement Budget Plan, Policy, and Compact, the Title I budget itemized, the CPS Title I Parent Involvement Plan, and CPS Title I PAC Guidelines. Parents will also be provided a copy of the Parent Compact in which roles and responsibilities of staff, parents and students are outlined in order to help students achieve their academic goals. PAC/BAC will hold monthly meetings (bi-monthly meetings for BAC) in which Officers will provide updates to parents on ESSA, Title I School Parental and Family Engagement Plan. Morrill's mission will be reviewed at every meeting, with an emphasis on who the "we" refers to in the following statement: At Morrill School, we educate the whole child. We create a nurturing, student-centered, collaborative learning environment where our students thrive for academic excellence by engaging in a rigorous, differentiated, and standards-based curriculum.

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

Morrill gets the most parent participation in the morning, when children are dropped off at school. The Title I Annual Meeting and Title I PAC Organizational Meeting at Morrill will be held on the last Friday in September for SY21 and SY22. Elected Officers will be chosen during this meeting and parents will voice their opinions what day and time will be best to hold PAC and BAC meetings. Parents will also be given a list of district wide PAC and BAC dates; these dates will be taken into consideration when selecting meeting dates for Morrill to avoid any conflicts. Officers will also meet on a monthly basis to help plan PAC and BAC meetings; officers will bring ideas on topics and/or workshops that parents would be interested in attending.

Morrill also has a partnership with SWOP and Metropolitan Family Services which also have a parent involvement component as part of the partnership. These organizations hold additional meetings/workshops and/or classes, such as ESL classes throughout the year for the Morrill community.

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.

Morrill will encourage all parents participate in LSC, BAC and PAC meetings. These meetings will provide opportunities for parents to make suggestions and recommendations. The principal and/or the parent facilitator can respond to these during the meeting or may decide to hold another meeting to address suggestions and recommendations. Morrill parents will also be encouraged to make an appointment with administration and/or teachers in order to voice questions, concerns, or suggestions.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Morrill's State of the School Address will be held during a PAC/BAC meetings and at an LSC meeting. Teachers will hold conversations with parents about their children's progress in IAR, NWEA and TRC reports during report card pick up days. Parents will also be encouraged to make an appointment with their children's teachers as needed for further explanations about state assessments. Recorded webinars on understanding state assessments will be posted on the morrilleagles.org website in both English and Spanish for parents to access at their convenience.

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.

Currently, 100% of Morrill's teachers are highly qualified. In the event that we should have teachers that are not highly qualified, we will follow ISBE and CPS' guidelines to inform parents. Notices will be sent home and the school will address parent concerns as needed.

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.

Morrill will provide information sessions on the Common Core Standards and State and Local Assessments, such as NWEA and TRC. Morrill will provide support in helping parents to read and interpret individual reports. Additionally, more training on accessing grades in Aspen, navigating the school's

website, including having access to google classrooms and remote learning opportunities will be provided to parents. Recorded webinars for additional support will also be posted on the morrilleagles.org website.

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.

In response to COVID-19, Morrill will hold information sessions and trainings throughout the year in order to help parents become more tech savvy and be able to navigate through the school's website, internes, and other online educational learning platforms, such as IXL, Khan Academy, Classroom Dojo, email, Google classroom, and GoogleMeets meets among others.

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.

The importance of parent involvement will be stressed to staff throughout the year. Additionally, Morrill will ensure that parents/staff/community partners understand that parent involvement DOES NOT have to be in person. Many parents are involved in different ways depending on their circumstances. Staff will be encouraged to communicate and work with parents in a variety of ways (email, ClassDojo, Google classroom, GoogleMeets, in order to keep them informed of what's happening in the classroom and students progress. Family nights will also be hosted in order to support families in the different content areas (i.e. STEM Night/Humanities Night) This will also support the work of partnerships between teachers and parents and provide assistance to students as needed.

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.

Morrill currently has 3 full day PK classrooms and parents are encouraged to volunteer in these classrooms. Parenting information will also be sent home in the form of letters, pamphlets, newsletters, and through the website. Programs, such as fall, winter, and spring assemblies will be geared towards early childhood parents in order to provide opportunities for outside agencies (such as the local library, park districts, and community colleges) to provide information on what each organization has to offer to the parents and students.

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 information will be sent home in English and Spanish. The Marquee is also updated in both languages. The morrilleagles.org website will continue to be updated with much of the information translated to Spanish. Additionally, Morrill will have interpreters during the PAC/BAC and LSC meetings and other events such as Open House and Report Card Pick Up days.

Policy Implementation Activities

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

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

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

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

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

Currently the LSC has six members and only 5 are active. The network Chief will approve the CIWP. The LSC was presented with options to provide input along with other stakeholder groups through the process.

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.)

Morrill's mission states that at Morrill School, we educate the whole child. We create a nurturing, student-centered, collaborative learning environment where our students thrive for academic excellence by engaging in a rigorous differentiated, and standards-based curriculum. Morrill students will become lifelong learners, critical thinkers, and responsible leaders of a global society. The "we" in these statements will be emphasized throughout the year. At parent and staff meetings, we will discuss who the "we" is and how our work is aligned towards accomplishing the mission.

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.

Morrill will follow the CPS guidelines for holding Parent ?Teacher conferences in November and April of each year. Morrill will also hold an annual events such as Open House and State of the School Address in order to provide additional opportunity for parents to receive updates and make suggestions or ask questions. Additionally, parents can schedule individual appointments as needed to receive information on students? behavior and academic progress.

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

In addition to sending out Progress Reports after five weeks, following the beginning of each quarter. Parents will be encouraged to monitor their child?s progress through the CPS Parent Portal system. Teachers will also communicate students? behavior and academic progress as needed.

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

Morrill parents may meet with administration (preferably with an appointment). There will also be staff available to respond to parents' more urgent matters. Parents may also schedule an appointment to meet with a teacher around instructional time. Many teachers are also available before and after school when appointments are scheduled.

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.

Morrill is aware of the impact on parent involvement and academic achievement, that's why the school has partnered with the Southwest Organizing Project (SWOP) to sponsor the parent mentor program. Through the parent mentor program, parents are encouraged to volunteer for classroom activities, four days a week, two hours per day, and on the fifth day, they receive training on how to effectively work with students in small group settings. Parents are also encouraged to participate in field trips and other class events that classroom teachers hold provided that they adhere to the CPS volunteer process.

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

Parents will be encouraged to enroll in the parent portal program in order to monitor student grades, progress, and attendance. Morrill will work with parents on stressing the importance of attendance and getting their children to school on time. Parents will be encouraged to read and work with their children at every meeting. Webinars in English and Spanish will be posted on the website for additional support with work. an agenda book or tool will be purchased for additional communication between teacher and parent.

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 will be encouraged to attend monthly LSC, PAC, and BAC meeting in order to voice their concerns and suggestions for improvement. Parent-teacher conferences will also provide parents opportunities to express their ideas and opinions. The expectation is that clerks, PSRPs, teachers, and administrators will always welcome and treat our parents with professionalism at all times.

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).

A school-wide SEL program will be adapted and implemented to ensure that students have clear academic and behavior expectations. Staff will teach and revisit expectations throughout the year. This will support the overall sense of safety in the building and students will be motivated to attend school regularly, on time and actively participate in all classes. Finally, students will be challenged intellectually and complete high level tasks; this will support students engagement and active participation, which will improve students academic achievement.

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.

Morrill will work closely with the PAC and BAC officers and parents to identify programs and/or resources that would help parents support their children academically and social emotionally. Parents will be involved in deciding what types of training, workshops, and/or resources to bring to the school.

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.	\$4391.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00

53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00
