

Jesse Owens Elementary Community Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Katina Stovall-Brown	Principal	kbrown3@cps.edu	No Access
Jason Davis	Assistant Principal	jmdavis3@cps.edu	No Access
Robert Kelsey	Counselor	rrkelsey@cps.edu	No Access
Davina Allen	STEM Specialist	dtallen@cps.edu	No Access
Karintha Strong	STEM Specialist	kastrong1@cps.edu	No Access
Lolita Davis	DL Teacher/Case Manager	lddavis1@cps.edu	No Access
Telice Mallory	Second Grade Teacher	tmallory@cps.edu	No Access
Brittany Byrd	3rd Grade Teacher	bbyrd5@cps.edu	No Access
Chantel O'Neal	Parent -LSC Member	poeticallymzsbhaven@sbcglobal.net	No Access
Valeria Magden	2nd Grade Teacher	vmagden@cps.edu	No Access
Arlanda Suett	Cluster Teacher	asuett@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/21/2020	K. Brown, D. Allen, K.Strong, L. Davis, B. Byrd, T. Mallory, A. Suett, R. Harris	SEF Ratings
02/18/2020	K. Brown, D. Allen, L. Davis, B. Byrd, L. Muhammad, T. Mallory, K. Strong, R. Harris, A. Suett	Root Cause Analysis
04/28/2020	K. Brown, J. Davis, K. Strong, L. Davis, B. Byrd, T. Mallory, A. Suett, R. Harris, C. O'Neal	CIWP Feedback, Review and Completing Next Steps

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

- 2 - Leadership for Continuous Improvement
 - 2 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)
 - 2 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
 - 2 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** There has been a consistent effort to build shared leadership through the ILT, CIWP, and the Leadership team. Surveys have been conducted to receive teacher input on principal leadership, instructional shifts and priorities and consistent problem solving and discussions around data.
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 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
 - 2 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
 - 2 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** The ILT team has been working to become an effective Instructional Leadership Team that helps our school improve teaching and learning through

increased collaboration and distributive leadership. By using a variety of data measures and consistent learning cycles to strategically evaluate and make the necessary adjustments to yield success.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 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:** We have purchased Eureka Math for grades 3 - 8; My Math for grades K - 2; Expeditionary Learning for grades 1 - 8th; Fountas and Pinnell Leveled Literacy Instruction kits for grades K - 2; Engaged in three professional development sessions with Better Lessons for the Expeditionary Learning planning and implementation.
- 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:** Executing the data cycle and intentional small group planning with fidelity. Summer Step up program for grades K-2. Intensive intervention for grades K and . We will use Fountas and Pinnell Leveled Literacy and AARP.
- 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
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 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
- 2 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
- 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
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** The process for defining a clear system of balanced assessment and grading has been ongoing. Using guidance from N13, the ILT has surveyed teachers in an effort to understand school-wide grading practices. Using that information, the ILT is in the process of standardizing the types of assessment, feedback, and number of retakes student should receive.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)

- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** After evaluating MTSS at Owens it was determined that systems needed to be in place schoolwide to address expectations and supports. This would include ongoing data collection and continual assessment as well as monthly checks to evaluate the effectiveness of academic or behavioral strategies and data collection. Professional development will be provided to improve teachers ability to select and use appropriate interventions strategies.
- 2 - Transitions, College & Career Access, & Persistence
 - 1 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12

- 2 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:** As a school we share NWEA results with students, discussing their goals and giving actionable items that they can work on to accomplish those goals. Our counselor engages the middle school in Naviance in order to tailor their thinking toward their career and personal interests. Our stem program exposes our students to a variety of opportunities through classroom STEM activities, along with field experiences providing exposure to STEM professional possibilities.

Quality and Character of School Life

- 2 - Relational Trust
 - 3 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)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** We have a variety of tools in place to assist in the development of the entire students. As a staff we have engaged in the Trauma Responsive Educational Practices pd provided by Network 13. Our dean and other staff members oversee students who are engaged in check-in/check-out. Our counselor and social worker facilitate an anger management group. Our most at-risk students are referred for one-to-one services via H.E.L.P. We have adopted PBIS in our effort to create school-wide continuity and common language to drive our vision of exemplary behavior. Our middle school team is creating the structures for a student voice committee to ensure that students' thoughts are part of the decision making process. Additionally, our middle school boys are eligible to participate in BAM, which teaches them a host of conflict resolution and perseverance strategies.
- 2 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Our middle school team is creating the structures for a student voice committee to ensure that students' thoughts are part of the decision making process. While the order of the team is not there, students are using middle school Social Studies in order galvanize ideas, learning to properly organize and petition multiple stake holders to voice their concerns.
- 2 - Physical and Emotional Safety

- 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:** Our students participate in Calm Classroom activities every morning to start the day. At least twice weekly, they are engaged in 2nd Step, SEL lessons to foster character development. Middle school boys have access to BAM. The social worker and counselor are engaging in a variety of individual and group counseling that addresses self-esteem, anger, grief, and classroom conflict.
- 2 - Supportive and Equitable Approaches to Discipline
 - 1 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Our discipline is supportive and progressive in nature. While we follow SR&R, we also use a great deal of strategies that ranges from restorative conversation, check in check out, to referrals for individual services with the H.E.L.P. organization. We reserve punitive discipline as a last resort, for most egregious displays of behavior, working to support the students and families, especially upon reentry to the school.
- 3 - Family & Community Engagement
 - 2 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 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 and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** As a school we have been improving communication with families in several areas. We have been communicating positive information to families of students that have made improvements. We speak to families about

attendance, incentives, and upcoming events and meetings. We reach out to families to provide information for counseling services via H.E.L.P.

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Literacy attainment for grades 2
Root Cause 1	Lack of teacher capacity to differentiate and assess student mastery
Area of Critical Need 2	Literacy attainment and growth for grades 3-5
Root Cause 2	Lack of teacher capacity to differentiate and assess student mastery
Area of Critical Need 3	Increase attendance to 94%
Root Cause 3	Consistency with monitoring and incentives and increasing teacher buy in

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
<p>Vision: NWEA Attainment G2 (Reading)</p> <p>The goal was selected to increase reading attainment for grade 2. Executing the data cycle and intentional small group planning with fidelity. Summer Step up program for grades K-2. Intensive intervention for grades K and . We will use Fountas and Pinnell Leveled Literacy and AARP.</p>	African American		30.00	40.00
	Overall		30.00	40.00
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>To increase reading attainment and growth, specifically ELA teachers in grades 3-5 I will build teacher capacity to select grade appropriate and rigorous tasks and targeted research based instructional resources.</p>	African American		60.00	70.00
	Overall		60.00	70.00
<p>Vision: Attendance Rate</p> <p>The metric was selected because attendance has fluctuated over the past three years between 92.8 and 93.8. We will engage families, increase monitoring, using multiple sources such as parent and student surveys, dashboard and on track data.</p> <p>The attendance rate is currently 92.3%. Our goal is to improve attendance to 95% or better. This will be accomplished through bi-weekly planning meetings.</p>	African American		94.00	94.50
	Overall		94.00	94.50

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Using data and problem solving strategies to improve parent support and student ownership. Conferences, incentives (daily, weekly, monthly and quarterly) that are properly publicized and increasing teacher participation are some of the ways we plan to improve attendance.				
Vision: NWEA Attainment G2 (Math)	African American		40.00	60.00
This metric was chosen because it highlights the dire need to improve the instructional practices and outcomes of the K - 2 grade band. We need to increase the number of students reading at or above grade level in order to improve their trajectory for college and career readiness.	Overall		40.00	60.00
Vision: NWEA Growth G3-8 (Math)	African American		60.00	70.00
This metric was chosen because our 3-8 students are at the 45% which is slightly below average. We are making growth a priority because having 60% or more of our students exceeding growth targets allows for the students to have a greater chance of academic and career success.	Overall		60.00	70.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey In 2018 Owens was well organized and in 2019 the overall performance was organized. Effective Leaders and Collaborative Teachers dropped from very strong to neutral. Supportive Environment and Ambitious Instruction remained very strong and involved families remained neutral. Through the school-wide teams (ILT, TTM, Leadership, etc.) we will utilize professional development to increase teacher collaboration and effective leadership. The principal will work with a partner principal to improve practice as well as continued professional development along with the assistant principal. We will continue to keep parents informed through				5.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
monthly parent letters, engaging them at the PAC and LSC meetings and school wide events such as, assemblies, STEM night, parent teacher conference, and other intentionally planned events.					

Custom metrics (0% complete)

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

Strategy 1

If we do...	create a structure that includes monitoring the impact of teaching on student achievement and integrate formative assessment into instruction
Then we see...	consistent differentiated small group instruction & bi-weekly data analysis and differentiated small group lesson plans
which leads to...	an increase in student attainment growth Gr 3-8 Reading on NWEA from 48% to 60% and Math from 45% to 60%
Budget Description	Professional texts on effective small group instruction and after school PD on data analysis and using the learning continuum to guide lesson planning for groups.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness
Action steps	<ul style="list-style-type: none"> (Not started) Analyze student data to use for differentiated instructional planning. Create TTM calendar with dates for data meetings, and evaluation of student artifacts Clearly communicate school goal and everyone's contribution to it. <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks</p>

Strategy 2

If we do...	professional development for MTSS for teachers regarding expectations, how to provide MTSS services, record data in Aspen and progress monitor
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Then we see...	progress monitoring completed with fidelity, student growth (behavioral or academic depending on the need), interventions (behavioral and or academic) being utilized, and defined tiering criteria for students.
which leads to...	increased implementation and progress monitoring of MTSS interventions, increased understanding of teachers and how to provide intervention services, and ability to analyze data from progress monitoring and determining students' needs.
Budget Description	
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Secure professional development provider. Secure date for initial professional development date and subsequent follow-up. Place MTSS into TTM schedule <p>Tags:</p>

Strategy 3

If we do...	monitor the effect of teaching on student learning through formative assessments,
Then we see...	a shift in instructional practices based analysis of student data
which leads to...	evidence of best practices such as flexible grouping, cognitively demanding task, increased growth on NWEA. It also will lead to an improvement in the 5 Essentials and increasing rating on effective leadership from neutral to Very Strong rating that ultimately increase overall 5 Essential from Organized to Well Organized.
Budget Description	
Tags	Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will analyze student work samples to inform instructional decisions to continuously measure student progress and make adjustments as needed <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) Teachers will analyze student work samples to inform instructional decisions to continuously measure student progress and make adjustments as needed <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p>

Strategy 4

If we do...	create a structure that includes monitoring the impact of teaching on student achievement and integrate formative assessment into instruction
Then we see...	consistent differentiated small group instruction & bi weekly data analysis and differentiated small group lesson plans
which leads to...	an increase in attainment for 2nd grade NWEA Reading from 25% to 30% and Math from 22% to 30%
Budget Description	Professional texts on effective small group instruction and after school PD on data analysis and using the learning continuum to guide lesson planning for groups.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness
Action steps	<ul style="list-style-type: none"> (Not started) Analyze student data to use for differentiated instructional planning. Create TTM calendar with dates for data meetings, and evaluation of student artifacts. Clearly communicate school goal and everyone's contribution to it. <p>Tags:</p>

Action Plan

Strategy 1

Analyze student data to use for differentiated instructional planning. Create TTM calendar with dates for data meetings, and evaluation of student artifacts. Clearly communicate school goal and everyone's contribution to it.

Jul 30, 2020 to Jun 16, 2021 - Classroom Teacher

Strategy 2

Secure professional development provider. Secure date for initial professional development date and subsequent follow-up. Place MTSS into TTM schedule

Sep 15, 2020 to Jun 15, 2021 - Teachers and Admin

Strategy 3

Teachers will analyze student work samples to inform instructional decisions to continuously measure student progress and make adjustments as needed

Aug 26, 2020 to Jun 16, 2021 - Teachers

Teachers will analyze student work samples to inform instructional decisions to continuously measure student progress and make adjustments as needed

Aug 26, 2020 to Jun 16, 2021 - Teachers

Strategy 4

Analyze student data to use for differentiated instructional planning. Create TTM calendar with dates for data meetings, and evaluation of student artifacts. Clearly communicate school goal and everyone's contribution to it.

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Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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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.

The administration along with the ILT will conduct a needs assessment and create a plan of action that will be implemented by teachers and monitored by the administration.

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

As a school we will focus on professional development for staff to improve the implementation of reading and mathematics best practices.

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.

MTSS is a framework that we use to provide targeted support to struggling students. Pull out learning time during the day for Tier 3 students. After school selection criteria.

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).

Use effective methods and instructional strategies that are based on scientifically based research that: Strengthens the core academic program, Increases the amount and quality of learning time Includes strategies

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

We work with opportunity school and have created a hiring team. We use pre-selected interview questions and role play scenarios to select candidates that are the best fit for our schools vision and mission.

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.

Differentiated professional development is provided to meet individual needs. We have a professional development calendar. We are involved with network and district PD and teachers are able to select professional development that they believe will improve their capacity. Funds have been budgeted for teachers to engage in PD

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

Parents will be invited to and encouraged to attend Local School Council and Parent Advisory Council meetings. Monthly newsletter and messages will be sent on Remind and Class Dojo platforms to keep them informed.

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

We have allotted funds for a six week summer program tilted STEP Up from PK to Kindergarten.

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.

Multi Tiered Systems of support is one of our CIWP priorities. We will be working with a consultant to improve teachers ability to progress monitor and provide targeted supports and interventions.

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.

Productive struggle is a school wide initiative and it promotes comprehension and mastery. It gives students a variety of options to solve a problem and lessens their dependency on being spoon-fed answers.

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.

Conduct required parent meetings, proper fund usage and keeping parents informed. Provide parents upon request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. Notify the parents of a child who has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. The State of the school address and parent conferences will be use as opportunities to promote school based programs.

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.

Parents will be invited and encouraged to attend Local School Council and Parent Advisory monthly meetings. Monthly parents newsletters, Remind app and surveys will be used to communicate with parents. Incentives will be provided to encourage and increase parent participation.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Parents will receive this information during the Title 1 Annual Meeting held during the first two weeks of school. The organizational meeting will be held at the same time. The projected date is September 7th. The meeting will cover roles and responsibilities, election of officers, vote on meeting dates and public comments.

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.

Owens will use suggestions from parents in the parent engagement meetings. Administrators response time to questions and emails will be 48 hours. The ILT and LSC will monitor the implementation of any 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.

State assessment results will be disseminated once the school receives and reviews it. Parents will be invited to attend a parent meeting (Open House) where the information will be shared.

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.

This information will be provided once the school receives it. The student will receive a sealed envelope to take home to parents and made available upon request in the main office.

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.

Parent meetings will be held to share the information. The information will be provided on report card pick up nights, open house, promotional grade meetings, attendance meetings, off track meetings, and sent home with students during the school year .

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.

STEM coaches will provide training around technology and programs such as STRIDE to assist parents with helping their children. We will also have STEM nights, NWEA and Literacy and Math nights and parent meetings and workshops for parents to attend. The parent room is open for assistance and the office staff assists on an apportionment only basis.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Staff PLCs will engage in research based readings and discussions that promote parental involvement. Administration, school social worker and the counselor will also provide professional development.

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.

Monthly newsletters are sent home. Teachers are required to invite parents to observe projects and share information that can be helpful in each newsletter. We invite agencies and professionals to conduct workshops for parents to attend. Metropolitan Family services partners with us to provide parent workshops.

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.

Parent communication is posted on the website, newsletters, marquee, invitation flyers, and sent home with students.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Jesse Owens Academy will provide a rigorous curriculum that prepares students for success in high school and beyond. Through an emphasis in STEM content and social skills, our students will develop the skills, knowledge and values that will empower them to take an active role in their learning, become critical thinkers and contribute productively to the community and the world.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent conferences are scheduled by the district and held twice during the year.

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

Parents will receive progress reports every five weeks. Two teacher parent district wide conferences are conducted. Parents are provided Parent Portal access, support and reminders. Individual administrative meetings with parents will include a current progress report of student achievement.

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

Teachers are available for conferences during prep periods and they schedule before and after school conferences.

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 that successfully complete the CPS clearance protocol can volunteer and schedule appointments for classroom visits.

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

Parents will be informed of attendance incentives through monthly letters, flyers, Remind App, calls. Daily attendance calls are made for absences and tardies. Meetings are scheduled as needed and teachers are required to communicate with parents regularly regarding attendance and grades.

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

Monthly parent meetings are held, including PAC and LSC meetings.

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

Students are encouraged to come to school everyday and on time and exemplify the OWENS values. Students participate in morning SEL activities to increase focus and positive well being.

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.

The school will work with the PAC to support programs and activities that promote parent and community involvement.

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.	\$400.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$400.00
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)	\$500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$100.00
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.	\$300.00
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
