

# Adlai E Stevenson Elementary School

## 2020-2022 plan summary

### Team

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## Team Meetings

Date	Participants	Topic
01/10/2020	PPLC	Planning CIWP planning
01/10/2020	Reading Specialists, APs, Principal	Planing CIWP planning
01/14/2020	LSC Members	CIWP Planning
01/14/2020	Grade Level Meetings, Grades K, 1, 2, 3, 4, 5	SEF
01/15/2020	Grade Level Meetings, Encore 5-8, Grades 7 & 8	SEF
01/27/2020	Reading Specialists, Counselor, APs, Principal	CIWP PD Planning
01/28/2020	Reading Specialists, Bilingual Coordinator, Counselor, APs, Principal, Network 10 Chief	CIWP Planning
01/31/2020	Teachers, Support Staff, Parents, Students, APs, Principal, LSC Members	SEF Review and Priorities
01/15/2020	SCS Leadership Team Members, Teachers, Staff, Students, APs, Principal	SCS Leadership Team Meeting - CIWP Priorities
02/07/2020	PPLC/ILT Team Members	CIWP Planning
02/10/2020	CIWP Team Members	CIWP Planning
03/06/2020	CIWP Team Members	CIWP Planning
04/02/2020	CIWP Team Virtual Meeting	CIWP Planning
04/03/2020	Admin Team CIWP Meeting with Roxana Del Real from Network 10	CIWP Planning
04/14/2020	Admin Team CIWP Meeting with Roxana Del Real from Network 10	CIWP Planning
04/21/2020	Admin Team CIWP Meeting with Roxana Del Real from Network 10	CIWP Planning
04/22/2020	Admin Team CIWP Meeting with Patricia Johnson and Roxana Del Real N10	CIWP Planning

Date	Participants	Topic
04/23/2020	CIWP Check-in with Alfonso Carmona and Admin Team	CIWP Planning

## 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)
  - 4 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Discussions with teachers Grade level meetings I feel our school does a very good job in the area of leadership, however I do not feel it is consistent for all students and staff at all times. LEAP, improved technology News2Use keeps teachers informed of expectations We get emails with important information. Staff is always trying to improve. Learning environment is very positive for students and staff. We have a PPLC Everyone on staff was asked to fill out the 5 Essentials Survey. Administration provides staff with professional development and ample time to incorporate new strategies. Administration provides support for REACH and offers ways to improve teaching. Our leadership has been very consistent with policies. They offer several opportunities for their staff to improve and grow as educators. School goals are constantly reiterated at GL and throughout the building. like bulletin boards by the office. A rigorous curriculum is also required in classrooms. If this is not evident, administration will help in many ways, such as getting mentor teachers involved. We are allowed to go to PDs that we need. Expectations are set and often met by staff and students Sometimes it is just the loudest voices that are heard, and those voices don't always reflect how

teachers may feel about important decisions. Administration can act as facilitators or moderators when it comes to ensuring equity of voices being heard for school wide decisions. Admin supports professional development for teachers that have the desire to improve their professional practices. Admin directs teachers to research, best practices, Admin models a professional learning environment but some staff/students require a "reteach" or further fostering that could improve our learning environment. Admin does have coaching occurring within schools and supports those efforts by making connections between teachers who can be coaches, mentors, mentees, etc. We are going through many changes to our reading curriculum. Throughout these changes, we've been given plenty of support when needed, and we've been allowed to have a gradual roll-out of new materials. Although the changes have been overwhelming as things usually are when something is new, all of our concerns have been heard, and I'm very happy with our new curriculum. Professional Development is offered throughout the school year for continuous development. Reading Specialists are on staff for coaching LSC, faculty and parents play an integral role in the CIWP development. We want our ELs to be able to do their best! There is a clear sense of purpose and direction set by the school for all staff. Staff is empowered to embrace leadership opportunities and are acknowledged for their positive inputs. Administration allows time for professional development on every aspect the school needs work on Grade Level Teams meet weekly and are supported by three reading specialists, one English Language Proficiency Teacher, one case manager, the principal and two assistant principals. The principal gets teachers and staff and LSC input on budget and CIWP. Grade level meetings are used to help set a culture for successful student learning & responsibility. Create the school year calendar for the entire year in Sept. Including out of uniform dates, Spirit Week (so not to interfere with Access, BAS, and NWEA testing)

- 4 - Structure for Continuous Improvement
  - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 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:** PD meetings Grade level meetings While we do work to meet school goals, we do not consistently meet them for all students and staff. We are given time to analyze data Summit sessions can be helpful and informative Principal is always trying to keep and hire competent teachers Professional Development is offered regularly and supported by administration The school is clean and student artwork is displayed around the school We analyze data at least twice a month during GL. We look at attendance, On/Off Track and NWEA data. We do this to observe the areas that we need to focus on, discuss ways we can help and improve with our instructional practices so that we can get our students where

they need to be There is support from other staff members Free Libraries in the hallways and coaching opportunities available to staff School Improvement Day Workshops, grade level meetings, observed condition of hallways Structured GLMs with data analysis & MTSS cycles The school is clean, safe and inviting for students, staff and parents. Student/classroom schedules reflect the Instructional Time Guidelines. Teachers reflect on data to determine program success Teachers initiate opportunities for professional growth I feel like admin is flexible and understanding of different situations during evaluations. Grant money is being used for students MTSS support is great however needs to be more consistent. Administration is constantly looking at the school data during grade level meetings to have discussions of what changes can be made if needed to improve the data. Administration also has a very collaborative hiring team that has made it possible for students to have highly qualified teachers in every classroom Staff is always trying to learn from each other and make the school campus very student centered displaying student work inside and outside classrooms. School does teacher walks to gain ideas from other grade levels Grade level meetings pertain to data analysis Community is involved in SEL school activities Teachers are participating in the evaluation of SEF items Student artwork is on display, which sets an environment for a great school. Community Grant Special Education IL-Empower Grant, Donors Choose teacher participation We need a teacher mentor program at Stevenson Stevenson is striving to be a better school for the students each day. The teachers care about the students and this can be seen in the classrooms. There are visuals prevalent in almost each classroom that benefit the students academically. Almost all the students come in with a smile and want to come to school. The staff wants the school to be a success and works hard in order to do so. We have Battle of the Books for high achieving students MTSS is used to help students Teachers have access to professional development when needed. 2nd grade teachers are going through guided math training. 4th and 5th grade teachers are working on LEAP training

## Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 4 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 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:** Data Vertical Planning and Curriculum Maps Unit plans and lesson plans, essential questions in units, Field trips connected to curriculum, Collaboration during grade level meetings. We have many great programs for the children to engage in on the i-pads to enhance their abilities. Lessons are planned according to the scope and sequence to drive instruction. SEL is being addressed during the Calm Classroom and talking circles and Check-ins and Check out process Teachers implement many resources into teaching Project based student work is displayed around the building. We celebrate Dia de los muertos by building an altar, a Cinco de mayo celebration and concert, we also

have a Chinese New Year parade and classroom libraries with culturally diverse topics. Our curriculum is centered around the CCSS. The Science curriculum is centered around the NGSS. If you visit any of the rooms in our building you will see that these standards are being taught and posted in the classroom. Most students will be able to reiterate "what they are learning". Also, differentiation can be seen as well, through the complexity of texts, in group and center work, one on one teacher student tutoring, etc. Many of our resources provide differentiation activities and resources. Most classrooms have Smart Boards and chrome books for every student. Technology is used consistently, throughout the grade levels. K-2 has adopted Fountas and Pinnell Literacy Spanish curriculum in bilingual rooms, Spanish resources in the library, variety of texts across different levels in the library, many teachers have large classroom libraries Grade level meetings focus on curriculum and instruction. EL student levels are identified and instruction is tailored to their needs Materials in bilingual classrooms are available in both English and Spanish. Students also have their own chrome books in the bilingual classrooms. The classroom library is also filled with native language materials to promote a love of reading. Teachers now use an evidence-based program to explicitly teach social and emotional skills to all students. This is progressing to consistently evident to all students and staff The literacy coaches in our school do a very good job in looking for material that will better support the needs of all students. They are always available to provide any coaching needed to make sure that staff is able to correctly use the material being provided and implement it in a curriculum map that will support all students. Teachers follow curriculum, differentiate, and have technology to use in each classroom Teachers are requesting more Restorative Justice PD. Teachers do a great job of having small group discussions which lead to collaborative conversations. Students feel comfortable sharing thoughts & ideas. Although students should be exposed to more experiences outside the school. More field trips should be offered Talking Circles Curriculum is aligned to real world texts. There is an SEL learning component. We use talking circles to implement this. We also use Go Noodle. Curriculum is aligned to standards.

- 4 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 4 Engage students in learning and foster student ownership
  - 4 Use questioning and discussion as techniques to deepen student understanding
  - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Grade level meetings Data Curriculum Map and Learning Walks Curriculum needs to be aligned to grade level Tier 1 instruction needs to improve Monthly attendance incentives Lesson plans REACH evaluations Learning walks, peer observation Evidence Talking Circles and Calm Classroom are strategies and often not included due to time constraints for core curriculum instruction being our main priority. Small group reading and math tasks Goal writing Through discussion and guided questioning, the students help to create the rubrics to be used to grade projects. All students have weekly Art/Music, PE, Health, World

Language (Spanish) and Computer classes. In our unit plans, there is evidence that WIDA strategies are used regularly in our curriculums. Scaffolding and differentiation is practiced daily. We have a strong ELL population so vocabulary is heavily emphasized. At GL we use tools like Dashboard to monitor our students' progress weekly. Daily, teachers use Aspen to do this. Goal setting is also used. For example students were given their "stretch goals" at the beginning of the year. We often have students revisit their stretch goals and are asked to write a reflection on what they are doing to reach that goal and what they could do better. The help we get from the MTSS staff helps greatly. weekly grade level meeting Progress Monitoring and Differentiation were evident during learning walks LEAP classrooms have student data binders, training on WIDA/ESL standards, many personalized learning classrooms It's difficult to find time to implement SEL services/lessons when the rest of the day is so jam packed with content instruction. Daily/timely attendance, engagement, and academic behaviors- This happens consistently among all staff because all grade levels plan weekly and monthly attendance incentives School-wide weekly and monthly incentives are also implemented. we are able to track student data with MAP and PM With the large number of ELL's in the school it is important to give all students the opportunity to demonstrate knowledge and skills being attained. Modifications are made on a daily basis to make sure all students are grasping the concepts being presented to them in one way or another. High expectations are set for all students but those expectations are also differentiated based on the students' abilities. Daily or weekly objectives are presented in order for students to have a set goal for the week We need to recognize student success with Quarterly Award Ceremonies Whole Group instruction remains prevalent throughout many lessons. Students are allowed to give peer feedback & praise. We need a social emotional learning curriculum in place at Stevenson. Talking circles are difficult to fit into the curriculum for time, and Calm Classroom is a strategy, rather than curriculum.

- 4 - Balanced Assessment and Grading
  - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 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
  - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 4 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 4 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:** Specialists meet with teachers regarding student MTSS progress Many teachers are ESL certified Unit Assessments, weekly assessments, Some grade levels emphasize work completion over standards mastery Grade level collaboration Retaking / correcting tests, quizzes and assignments for improved learning/grades We use student work and MAP scores to drive instruction Majority of the teachers at Stevenson plan together. They work together and collaborate ideas in order to best benefit the students. We are trying to develop new formative assessments that are fair and aligned Assessments for the most part are consistent across the grade level. While we're working on formative assessments. I think we need to focus on having our assessments match our instruction Use common protocols and calibrate on scoring and grading in teacher teams- this is done within grade level meetings. Grade level teams work together to use uniform assessments and calibrate scoring Ensure grades are not used as a form of punishment, control, or compliance. Teachers are working to keep students on-track by communicating with parents about what they can do to support their child's learning, offering extra credit opportunities, and offering opportunities for retakes/re-learning. Students get another opportunity to relearn what they didn't understand, which ultimately improves their grade. Conversations with teachers from other grade levels Lesson planning is done jointly across grade levels PD day time is used for vertical planning and assessment. We have bilingual, reading, math and MTSS specialists at every grade level The teachers in my grade level use the same categories when they are grading and the value of each category is consistent throughout Parents are encouraged to sign up for the parent portal so they can monitor child's grades. At parent teacher conferences, our administration offers the parents the opportunity to sign up at our school with the help of our computer teachers and IT specialists Use Dashboard and NWEA data to discuss ways that instruction can be changed or improved to meet the needs of all of our learners Teachers use NWEA scores and ACCESS scores to help differentiate instruction Students are given ample opportunities to prepare for assessments Assessments formative, summative, and district assessments are reviewed and analyzed to improve instruction to elicit higher student outcomes I feel like while there's always room for improvement, we are certainly on the right track. I feel we could improve on many of these areas. We are definitely addressing them, but we could do more
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)

- **Evidence:** Data LLI curriculum for Tier 3 reading MTSS tutors for math GLM meetings to discuss MTSS folders, student tiers, and progress monitoring Tier 2 progress monitoring & implementation Frequent meetings with MTSS team/ MTSS support and teachers answer I am not on the MTSS team, but feel that procedures are in place and teachers communicate on specific needs of their students MTSS team has procedures set in place, and shares this with staff members 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 Often academic achievement is hindered due to trauma, stress, fears, anxiety and other 'outside' factors Evidence-based small group and individual interventions are provided for students who need additional support to develop their academic, social, and emotional skills Stevenson now offers support in reading and math Administration has worked hard to hire trained specialists to coordinate and implement the MTSS programs. PD days have time devoted to analyzing data and discussion about the MTSS program, specific students and how to help them. This is done in both full staff and grade level meetings We have MTSS coordinators at all grade bands. These teachers pull out and service students on a regular basis, give us suggestions on MTSS strategies we can implement in our classrooms, and give us weekly updates on the progress of our students who are receiving MTSS services Shortage of MTSS staff causes inconsistencies with interventions MTS staff members are driven by data and committed to giving appropriate interventions for students who need them We have energetic and knowledgeable staff for MTSS, however, there are inconsistencies with scheduling that prevent staff from being more effective Our MTSS program has improved over the years, but many students seem to fall through the cracks because of the need to evaluate students in grades 3 and up. Early intervention of diverse learner placement is hindered by this MTSS teachers provide opportunities for students to stay on track
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** School counselor works with students to support with high school applications Teachers share vision about college careers We prepare our students for high school and college. Our students transition very smoothly. We have High School visitation days and host an after school event where we invite CPS High Schools to present their school. We also host a career day where we invite area professionals, many of the former graduates of Stevenson, to come and speak about their profession Every teacher has a sign on their classroom doorway with their name, college degrees and college attended. It can be a conversation starter and get the students thinking about where they would like to go to college We have great counselors that help students with programs such as Naviance and Step up. They help council students on what is necessary to get into a quality high school Teachers are bringing 21st century ideas and strategies into the classrooms. The technology has advanced in the classroom. For example, most classrooms now have Smart boards Teachers continually analyze data, but students are taught how to do this as well. Example: NWEA data.

Students know their target and stretch goals Implementation of CCSS and NGSS daily are preparing our students for high school and beyond Our school remains focused for students to be college and career ready Stevenson provides career day for the middle school

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** There are a various after school clubs/ programs for students Staff climate and culture The interaction between adults/staff/students is very strong here at Stevenson Calm classroom, talking circles Restorative Justice PD, Individual meetings with students Our school focuses on being respectful, being responsible and making good choices. We model and demonstrate the desired behavior and reinforce the act of respectfulness with our students. This in turn builds trust. Teachers implement respect and support Our school has trained the staff and is implementing both Responsive Classrooms and Restorative Justice. Our school practices restorative justice and have been trained in this as well. We also use talking circles which helps create a sense of belonging and trust in the classroom. If an incident occurs that is a negative one, often times we will create an impromptu circle to discuss and come up with positive resolutions Restorative justice is in place for students to discuss the reasons behind their behaviors. Create a strategy for staff to bring up issues and resolve conflicts using restorative and open dialogue Create a positive climate and working conditions for teaching that attracts and retains educator talent It would be nice to see some outside resources who come in to talk about self-confidence, in an assembly. In this time where SEL seems to be lacking, this is definitely needed
- 4 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 4 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 4 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** Data Observations and Learning Walks Social Studies teachers focus on relevant political issues Student Council Opportunities for student voice We promote students in taking ownership in and outside of the classroom. Assignments offer students choice and discussions lend itself for student voice. The student council takes part in some teacher/student meetings. It's an on-going process. There are still some gaps, but we are moving in the right direction Current events are always a topic in the classroom. We have an active student council, elected by their peers. Students were included on the planning team that won our school a grant. The same planning team included students,

teachers, administration, parents and community members. Students debates are also often conducted, especially in Social Studies. Student council members plan many events at the school, conduct fundraisers such as Supplies for our Troops and food drives for the less fortunate in our community. They promote and encourage the entire school to get involved. We also partake in a program called Lawyers in the Classroom. Lawyers from a local law firm come into the classrooms to conduct lessons and get students thinking about law as a future career choice. Students participate in grant meetings where their voice is heard. School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines Very minimal Grade-Level meeting time is devoted to civic learning across disciplines SCS grant offers students a lot of input in school decisions.

- 4 - 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)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Observations of Daily Routines Overall, students feel safe DCFS and HEALTH trainings Teachers may benefit from a flowchart to help to assist in WHEN to send the child to the counselor or social worker We have a counselor and social worker that are constantly meeting with students who are dealing with emotional and/or physical situations Our staff and student handbooks clearly state the rules and procedures We have a PLC that meets monthly Our school has security on both buildings. If you walk into our building you will see that most of the time students are standing in a straight quiet line, square apart, facing forward. Students transition quietly throughout the day (at least most of the time). If you asked our students, most if not all will say that they feel that their school provides a very safe environment for them to learn Some students may not feel safe when they are stuck in a classroom with students that have violent outbursts Restorative Justice (Morning talk circles)
- 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)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** We are moving in the right direction however, student discipline needs to be more consistent. The students are being well cared for and heard within the Restorative Justice System We have various PD's on SEL, and emails sent that offer strategies on how we can use and incorporate various SEL approaches in the classroom SEL strategies are witnessed in classrooms and hallways throughout the building (example: modeling proper behaviors, reteaching,). Students are rarely suspended at our school. Every measure is taken and conflict resolution are also used so that it does not come down to this. Students have opportunities to take responsibility for repairing harm caused by their actions, generate solutions, and

resolve conflicts with peers or staff. Some well-behaved children (who may be experiencing violence and trauma at home) see school as their safe place. More should be done to make sure all kids feel safe Evaluate restorative practices procedures

- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 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)
  - 4 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)
  - 4 Partner equitably with parents speaking languages other than English
  - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision (REQUIRED: OSEL)
  - **Evidence:** Parent involvement is welcomed and integral to the success of the school All parent materials are in Spanish We have translators available for parent-teacher conferences Esperanza Health is involved in our school Our parents and teachers are in constant contact Monthly newsletters Parents are welcome to schedule meetings with teachers, Grade level meetings Many opportunities are offered to our parents such as Parent Guitar Club, various concerts and assemblies, holiday events, Metropolitan Family Services, Food Bank in the school where families can get free produce and canned goods, summer food program, Zumba Classes, and Spanish translators are always available Many of our staff are bilingual Our school thrives and is successful because of the parent involvement and community influences Communication with parents: email, newsletter, website, Facebook page Stevenson goes above-and-beyond in this category! Many opportunities for family to come to school. Doors are always open! Open House, parent/teacher conference, assemblies etc...

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	Depth and Breadth of Student Learning and Quality Teaching: Instruction
Root Cause 1	We need to expand upon engaging all learners in content areas by differentiating and fully integrating opportunities for all learners. We need a BOY Scope & Sequence prior to the beginning of next school year.
Area of Critical Need 1	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline

Root Cause 2	Develop a tiered discipline flowchart that guides all stakeholders to take ownership, resolve conflict, and learn from their actions and is equitable across groups of students.
Area of Critical Need 3	Depth and Breadth of Student Learning and Quality Teaching: MTSS
Root Cause 3	Continue small group and individual interventions for students who need additional support to develop their academic, social, and emotional skills. Our MTSS program has improved over the years, but many students seem to fall through the cracks because of the need to accommodate students in grades 3 and up. Early intervention of special ed placement is hindered by this.

**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: Attendance Rate	Overall		96.00	96.10
If we identify students who have historically had chronic absences and their root causes, then we will streamline resources and services to support our students which will increase the overall student attendance percentage from 95.1 to 96% by the end of SY21.				
SQRP: National School Growth Percentile - Math (Grades 3-8)	Overall		60.00	60.10
If we provide professional learning for all teachers on differentiation that aligns to the CCSS, and we create an implementation plan, then teachers will focus instruction on grade level content for all students which will increase the percent of 3rd-8th graders meeting/exceeding expected NWEA Math growth from 40% to 60% by the end of SY21.				
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Overall		70.00	75.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
If we provide professional learning for all teachers on differentiation that aligns to the CCSS, and we create an implementation plan, then teachers will focus instruction on grade level content for all students which will increase the percent of 3rd-8th graders meeting/exceeding expected NWEA Reading growth from 70% to 75% by the end of SY21.				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		60.00	65.00
If we provide professional learning for all teachers on differentiation that aligns to the CCSS, and we create an implementation plan, then teachers will focus instruction on grade level content for all students which will increase the percent of 3rd-8th graders meeting/exceeding expected National Average Growth Norms from 55.5% to 60% by the end of SY21.				
(Blank)				

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> If we design opportunities and structures for distributed leadership practices, nurture a culture of shared leadership, and create systems to support the leadership development of leaders, then we will see effective structures in place to improve instructional practice and student achievement which will improve teacher collaboration to a rating of 80% or higher on the 5 Essentials Survey.				5.00	5.00

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

# Strategies

## Strategy 1

If we do...	adopt curricular materials from the Curriculum Equity Initiative, and support teachers through a year-long cycle of inquiry that ensures delivery of content according to the values of equity, cultural relevance, and instructional rigor with multiple access points and opportunities for engagement for all learners
Then we see...	1) more engagement among our students as they see themselves reflected in curricular resources and experience more opportunities for inquiry in the classroom 2) more collaboration among teachers as they engage in shared learning through a cycle of professional inquiry and 3) strengthened teaching practices that incorporate culturally relevant and sustaining pedagogies with more robust supports for all learners
which leads to...	an increase in the percent of students meeting/exceeding expected NWEA Math growth from 40% to 60% and Reading growth from 70% to 75% by the end of SY21.
Budget Description	SBB (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124) Teacher positions ESP positions Substitute teachers (PD, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Assistive Technology, OECE: P-2 Balanced Literacy, Personalized Learning: Learner Focused, Science: Curriculum, Teacher Leader Development & Innovation: Teacher Teams, SSCE: Student Voice CIWP, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>(Not started) Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with texts from a wide range of genres, including texts of appropriate grade level complexity. This will help increase student engagement in independent reading as measured by the CPS independent reading implementation tool from "Beginning" to "Developing" by the end of SY21.  Tags:Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</li> <li>(Not started) Use grade level meetings to prioritize teacher collaboration that focuses on the level of cognitive demand in mathematics lessons. The goal is to strengthen mathematics instruction more consistently across the school which will lead to an increase of 3rd-8th graders meeting/exceeding expected NWEA Math growth from 40% to 60%. We also expect to see an increase in the African-American Math Growth Percentile from the 20th percentile to the 60th percentile and an increase in the Diverse Learner Math Growth Percentile from the 3rd Percentile to the 40th Percentile by the end of SY21.  Tags:Curriculum, Instruction, Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative, Equity: Inclusive Partnerships,</li> </ul>

	<p>FACE2: Parent Engagement, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum, Math: Equitable Access</p> <ul style="list-style-type: none"> <li>(Not started) Create structures for students to have input on their texts, learning tasks, and assessment options so that they have a greater sense of agency to advocate for their learning needs which will lead to an increase of 3rd-8th graders meeting/exceeding expected NWEA Math growth from 40% to 60% and Reading growth from 70% to 75% by the end of SY21. We also expect to see an increase in the African-American Math Growth Percentile from the 20th percentile to the 60th percentile and an increase in the Diverse Learner Math Growth Percentile from the 3rd Percentile to the 40th Percentile by the end of SY21.</li> </ul> <p>Tags:Curriculum, Instruction, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, CIDL: Digital Learning, FACE2: Parent Engagement, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OECE: P-2 Balanced Literacy</p> <ul style="list-style-type: none"> <li>(Not started) Build teacher capacity to ensure that there is a true understanding of all strategies and resources that can be used to support students with disabilities. The goal is to see supportive classrooms that allow students to access instruction the same as their non-disabled peers, students exhibiting a higher level of self-confidence, and improvement in the quality of instruction provided to our students with disabilities. We expect to see an increase in the SQRP 2021 Diverse Learner Growth Percentile - Math from the 3rd percentile to the 40th percentile and Reading from the 21st percentile to the 50th percentile.</li> </ul> <p>Tags:Instruction, Student Voice, Engagement, and Civic Life, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, CBE: SEL Integration, Literacy: Key Practice #5-Creating Content in a Digital Environment, ODLSS: Instructional Quality, OECE: P-2 Balanced Literacy, Personalized Learning: Tailored Learning/Differentiation</p>
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**Strategy 2**

If we do...	employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions,
Then we see...	students taking ownership for their actions and how they impact academic success
which leads to...	a community focused on learning and respect for all reflected by a 30% decrease of student infractions reported in Aspen by the end of SY21.
Budget Description	SBB (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124) Teacher positions ESP positions Substitute teachers (PD, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses
Tags	Supportive and Equitable Approaches to Discipline, Family & Community Engagement, CBE: Supports, Interventions, or Extensions, Equity: Inclusive Partnerships, Equity:

	<p>Resource Equity, FACE2: Community Partnerships, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Behavior Support, OECE: PK Developmentally Appropriate Practice, OLCE, OSEL: Supportive and Equitable Discipline Practices</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li> <p>(Not started) Support the implementation and monitoring of Tier 1 SEL Curriculum. Our goal is for 80% of teachers or more become familiar with the SEL standards &amp; transformative SEL competencies and instructional practices. 80% of teachers will have the ability to integrate SEL content and skills into their lessons by the end of SY21</p> <p>Tags:Relational Trust, Supportive and Equitable Approaches to Discipline, Family &amp; Community Engagement, Equity: Inclusive Partnerships, Equity: Resource Equity, FACE2: Parent Engagement, OSEL: Supportive and Equitable Discipline Practices, SSCE: Student Voice, Teacher Leader Development &amp; Innovation: Teacher Teams</p> </li> <li> <p>(Not started) Schedule Behavioral Team meetings for the entire school year and create standard agenda and roles to be used at each meeting. By the end of SY21 we should have a team that is committed to establish a shared vision and plan that supports Teacher SEL integration. We expect to see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.</p> <p>Tags:Curriculum, Instruction, Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, Family &amp; Community Engagement, Equity: Inclusive Partnerships, OSCP: Social/Emotional Support, OSEL: SEL Instruction, SSCE: Engaging in Difficult or Controversial Discussions</p> </li> <li> <p>(Not started) Teachers and Staff will engage in professional learning that will include Second Step, Talking Circles, and Calm Classroom to support social and emotional development outlined in SEL Standards. We expect to see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.</p> <p>Tags:Curriculum, Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: SEL Integration, Equity: Inclusive Partnerships, FACE2: Community Partnerships, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, SSCE: Student Voice, Teacher Leader Development &amp; Innovation: Distributed Leadership</p> </li> <li> <p>(Not started) Continue developing a system for implementing supportive and restorative disciplinary practices school-wide. The goal is to see an increase in the number and fidelity of staff implementation of supportive and restorative practices in response to student behaviors. We should see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.</p> <p>Tags:Leadership for Continuous Improvement, MTSS, Relational Trust, Supportive and Equitable Approaches to Discipline, MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, ODLSS: Behavior Support, OSCP: Social/Emotional Support, OSSE: Community Schools, Safety &amp; Security, SSCE: Student Voice, Teacher Leader Development &amp; Innovation: Teacher Teams</p> </li> </ul>

**Strategy 3**

If we do...	develop a Tiering Criteria that follows the 80-15-5 model in the MTSS Framework and develop a Menu of Interventions aligned to the needs of students and respective tiers
Then we see...	ways to identify students for appropriate tiers of intervention and align students to an effective high-quality intervention.
which leads to...	fully implemented standardized systems and structures to support at-risk students as measured on the Self-Assessment of Multi-Tiered System of Supports (SAM) from "Emerging" to "Developing" by the end of SY21.
Budget Description	SBB (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124) Teacher positions ESP positions Substitute teachers (PD, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses
Tags	Family & Community Engagement, Equity: Resource Equity, Equity: Targeted Universalism, FACE2: Community Partnerships, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, ODLSS: Cluster Programs, OLCE, OSEL: Tier 2 and 3 Interventions, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Student data will be continually reviewed during grade-level meetings to assess student achievement results and school practices. The goal is to move from "Emerging" to "Developing" as measured on the Self-Assessment of Multi-Tiered System of Supports (SAM) tool by the end of SY21.  Tags:MTSS</li> <li>• (Not started) The MTSS Coaches will provide assistance and support to school staff to improve implementation of the MTSS components. By the end of SY21, we expect to have a strategic plan developed for the implementation of MTSS and for documenting that plan in the CIWP. The plan will include ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention, and processes and procedures for engaging in data based problem-solving.  Tags:MTSS, Assessment: Monitoring Student Learning to Support Growth, CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, CIDL: Curriculum, Equity: Inclusive Partnerships, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum &amp; Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</li> <li>• (Not started) MTSS Team will rely on feedback to determine the Menu of Interventions that are classroom-based and school-wide as well as academic and behavioral. The MTSS Team will also evaluate evidence of the effectiveness of interventions and additional supports by using the MTSS Self-Assessment Tool (SAM) to help set goals for continuous improvement.  Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Build a common definition of what good core instruction looks like in Tiers 1, 2, 3 that all teachers can use as a foundation for planning their lessons by the end of the 1st Quarter.</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>• (Not started) Provide staff development on the Use of MTSS Intervention Logging Tool for progress monitoring. 100% of Teachers will become well versed using the Logging Tool by the end of SY21.</li> </ul> <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>• (Not started) Continue engaging parents and community members in planning MTSS supports for their students? needs to better align school and home environments. 40% of our parents will participate at minimum at one monthly parent workshop sponsored by the PAC and BAC and be surveyed on MTSS supports to better support our student needs.</li> </ul> <p>Tags:MTSS: Family and Community Engagement</p>
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## Action Plan

### Strategy 1

Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with texts from a wide range of genres, including texts of appropriate grade level complexity. This will help increase student engagement in independent reading as measured by the CPS independent reading implementation tool from "Beginning" to "Developing" by the end of SY21.

Aug 31, 2020 to Jan 28, 2021 - Staff

Use grade level meetings to prioritize teacher collaboration that focuses on the level of cognitive demand in mathematics lessons. The goal is to strengthen mathematics instruction more consistently across the school which will lead to an increase of 3rd-8th graders meeting/exceeding expected NWEA Math growth from 40% to 60%. We also expect to see an increase in the African-American Math Growth Percentile from the 20th percentile to the 60th percentile and an increase in the Diverse Learner Math Growth Percentile from the 3rd Percentile to the 40th Percentile by the end of SY21.

Aug 31, 2020 to Jan 28, 2021 - Staff

Create structures for students to have input on their texts, learning tasks, and assessment options so that they have a greater sense of agency to advocate for their learning needs which will lead to an increase of 3rd-8th graders meeting/exceeding expected NWEA Math growth from 40% to 60% and Reading growth from 70% to 75% by the end of SY21. We also expect to see an increase in the African-American Math Growth Percentile from the 20th percentile to the 60th percentile and an increase in the Diverse Learner Math Growth Percentile from the 3rd Percentile to the 40th Percentile by the end of SY21.

Aug 31, 2020 to Jun 18, 2021 - Staff

Build teacher capacity to ensure that there is a true understanding of all strategies and resources that can be used to support students with disabilities. The goal is to see supportive classrooms that allow students to access instruction the same as their non-disabled peers, students exhibiting a higher level of self-confidence, and improvement in the quality of instruction provided to our students with disabilities. We expect to see an increase in the SQRP 2021 Diverse Learner Growth Percentile - Math from the 3rd percentile to the 40th percentile and Reading from the 21st percentile to the 50th percentile.

Aug 24, 2020 to Mar 31, 2021 - Staff

## **Strategy 2**

Support the implementation and monitoring of Tier 1 SEL Curriculum. Our goal is for 80% of teachers or more become familiar with the SEL standards & transformative SEL competencies and instructional practices. 80% of teachers will have the ability to integrate SEL content and skills into their lessons by the end of SY21

Aug 31, 2020 to Sep 04, 2020 - Staff

Schedule Behavioral Team meetings for the entire school year and create standard agenda and roles to be used at each meeting. By the end of SY21 we should have a team that is committed to establish a shared vision and plan that supports Teacher SEL integration. We expect to see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.

Aug 24, 2020 to Sep 30, 2020 - Staff

Teachers and Staff will engage in professional learning that will include Second Step, Talking Circles, and Calm Classroom to support social and emotional development outlined in SEL Standards. We expect to see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.

Aug 24, 2020 to Jun 18, 2021 - Staff

Continue developing a system for implementing supportive and restorative disciplinary practices school-wide. The goal is to see an increase in the number and fidelity of staff implementation of supportive and restorative practices in response to student behaviors. We should see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.

Aug 24, 2020 to Jun 18, 2021 - Staff

## **Strategy 3**

Student data will be continually reviewed during grade-level meetings to assess student achievement results and school practices. The goal is to move from "Emerging" to "Developing" as measured on the Self-Assessment of Multi-Tiered System of Supports (SAM) tool by the end of SY21.

Aug 31, 2020 to Jun 25, 2021 - MTSS Coaches and Staff.

The MTSS Coaches will provide assistance and support to school staff to improve implementation of the MTSS components. By the end of SY21, we expect to have a strategic plan developed for the implementation of MTSS and for documenting that plan in the CIWP. The plan will include ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention, and processes and procedures for engaging in data based problem-solving.

Aug 31, 2020 to Jun 25, 2021 - MTSS Coaches and Staff.

MTSS Team will rely on feedback to determine the Menu of Interventions that are classroom-based and school-wide as well as academic and behavioral. The MTSS Team will also evaluate evidence of the effectiveness of interventions and additional supports by using the MTSS Self-Assessment Tool (SAM) to help set goals for continuous improvement.

Aug 24, 2020 to Aug 28, 2020 - Staff, MTSS Team

Build a common definition of what good core instruction looks like in Tiers 1, 2, 3 that all teachers can use as a foundation for planning their lessons by the end of the 1st Quarter.

Aug 24, 2020 to Aug 28, 2020 - Staff

Provide staff development on the Use of MTSS Intervention Logging Tool for progress monitoring. 100% of Teachers will become well versed using the Logging Tool by the end of SY21.

Aug 24, 2020 to Aug 28, 2020 - Staff

Continue engaging parents and community members in planning MTSS supports for their students? needs to better align school and home environments. 40% of our parents will participate at minimum at one monthly parent workshop sponsored by the PAC and BAC and be surveyed on MTSS supports to better support our student needs.

Aug 24, 2020 to Jun 18, 2021 - Staff

## Fund Compliance

### ESSA Program

[X]

#### ESSA Schoolwide Program

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

[ ]

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

## ESSA Schoolwide Program

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

- Expand upon engaging all learners in content areas by differentiating and fully integrating opportunities for all learners.
- Develop a BOY Scope & Sequence for each grade level prior to the beginning of next school year.
- Develop a tiered discipline flowchart that guides all stakeholders to take ownership, resolve conflict, and learn from their actions and is equitable across groups of students.

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

Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with texts from a wide range of genres, including texts of appropriate grade level complexity. This will help increase student engagement in independent reading as measured by the CPS independent reading implementation tool from "Beginning" to "Developing" by the end of SY21.

Use grade level meetings to prioritize teacher collaboration that focuses on the level of cognitive demand in mathematics lessons. The goal is to strengthen mathematics instruction more consistently across the school which will lead to an increase of 3rd-8th graders meeting/exceeding expected NWEA Math growth from 40% to 60%. We also expect to see an increase in the African-American Math Growth Percentile from the 20th percentile to the 60th percentile and an increase in the Diverse Learner Math Growth Percentile from the 3rd Percentile to the 40th Percentile by the end of SY21.

Create structures for students to have input on their texts, learning tasks, and assessment options so that they have a greater sense of agency to advocate for their learning needs which will lead to an increase of 3rd-8th graders meeting/exceeding expected NWEA Math growth from 40% to 60% and Reading growth from 70% to 75% by the end of SY21. We also expect to see an increase in the African-American Math Growth Percentile from the 20th percentile to the 60th percentile and an increase in the Diverse Learner Math Growth Percentile from the 3rd Percentile to the 40th Percentile by the end of SY21.

Build teacher capacity to ensure that there is a true understanding of all strategies and resources that can be used to support students with disabilities. The goal is to see supportive classrooms that allow students to access instruction the same as their non-disabled peers, students exhibiting a higher level of self-confidence, and improvement in the quality of instruction provided to our students with disabilities. We expect to see an increase in the SQRP 2021 Diverse Learner Growth Percentile - Math from the 3rd percentile to the 40th percentile and Reading from the 21st percentile to the 50th percentile.

Support the implementation and monitoring of Tier 1 SEL Curriculum. Our goal is for 80% of teachers or more become familiar with the SEL standards & transformative SEL competencies and instructional practices. 80% of teachers will have the ability to integrate SEL content and skills into their lessons by the end of SY21

Schedule Behavioral Team meetings for the entire school year and create standard agenda and roles to be used at each meeting. By the end of SY21 we should have a team that is committed to establish a shared vision and plan that supports Teacher SEL integration. We expect to see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.

Teachers and Staff will engage in professional learning that will include Second Step, Talking Circles, and Calm Classroom to support social and emotional development outlined in SEL Standards. We expect to see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.

Continue developing a system for implementing supportive and restorative disciplinary practices school-wide. The goal is to see an increase in the number and fidelity of staff implementation of supportive and restorative practices in response to student behaviors. We should see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.

**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.**

Support the implementation and monitoring of Tier 1 SEL Curriculum. Our goal is for 80% of teachers or more become familiar with the SEL standards & transformative SEL competencies and instructional practices. 80% of teachers will have the ability to integrate SEL content and skills into their lessons by the end of SY21.

We will schedule Behavioral Team meetings for the entire school year and create a standard agenda and roles to be used at each meeting. By the end of SY21 we should have a team that is committed to establish a shared vision and plan that supports Teacher SEL integration. We expect to see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.

Teachers and Staff will engage in professional learning that will include Second Step, Talking Circles, and Calm Classroom to support social and emotional development outlined in SEL Standards. We expect to see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.

Continue developing a system for implementing supportive and restorative disciplinary practices school-wide. The goal is to see an increase in the number and fidelity of staff implementation of supportive and restorative practices in response to student behaviors. We should see a 30% decrease in the number of misconducts reported in Aspen by the end of SY21.

**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).**

Student data will be continually reviewed during grade-level meetings to assess student achievement results and school practices. The goal is to move from "Emerging" to "Developing" as measured on the Self-Assessment of Multi-Tiered System of Supports (SAM) tool by the end of SY21.

The MTSS Coaches will provide assistance and support to school staff to improve implementation of the MTSS components. By the end of SY21, we expect to have a strategic plan developed for the implementation of MTSS and for documenting that plan in the CIWP. The plan will include ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention, and processes and procedures for engaging in data based problem-solving. The MTSS Team will rely on feedback to determine the Menu of Interventions that are classroom-based and school-wide as well as academic and behavioral. The MTSS Team will also evaluate evidence of the effectiveness of interventions and additional supports by using the MTSS Self-Assessment Tool (SAM) to help set goals for continuous improvement. 100% of teachers will have solid definition of what good core instruction looks like in Tiers 1, 2, 3. We will continue to provide staff development on the Use of the MTSS Intervention Logging Tool for progress monitoring.

We will also continue engaging parents and community members in planning MTSS supports for their students? needs to better align school and home environments.

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

CPS hosts career fairs, web site advertisements, and an online application process. The school administration team reviews resumes and conducts interviews. In many instances, we preview a teacher?s skills to help make solid hiring decisions. Stevenson welcomes student teachers every year and are usually hired after they complete their degree. All new teachers to Stevenson are assigned a mentor.

**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.**

If we provide professional learning for all teachers and staff on differentiation that aligns to the State Standards, and we create an implementation plan, then teachers and staff will focus instruction on grade level content for all students which will increase the percent of students meeting/exceeding expected state standards by the end of SY21.

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

The Principal will convene the first PAC informational meeting in September each school year so that parents can review and approve the Parental Involvement Plan and Policy and the Parent Compact. The 2020-2021 school year meeting will be held in September in the parent room. All relevant documents/budget will be shared and discussed with those in attendance. The parents will be invited to edit the plan as needed. The school will hold the Annual Title I Meeting in September. The organizational meeting will follow on the same date and all relevant documentation will be shared with those in attendance. Officers for the PAC will be elected and meeting dates/times will be voted on. The school will hold PAC meetings at regularly scheduled dates and times set by the parents and PAC officers. Parents will receive information about the meetings in the school newsletter, through the posting of the agendas at the entrance of the main doors, through the Remind app that parents will sign up for at the first PAC org meeting, through ClassDojo, and through the use of the school marquee.

In addition to the PAC meetings, Stevenson School offers BAC and LSC monthly meetings, and through Metropolitan Family services "Cafe Con Leche" for parental involvement. The principal and assistant principal are reaching out to other community organizations to plan parent workshops, parent meetings, and parent and community involvement opportunities. As parents make suggestions, the PAC, BAC, and LSC members will consider them and act accordingly on those suggestions that meet the approval of the majority of the members present.

Stevenson School shares student progress reports on standardized assessments as they become available by sending them home with each child, or, more desirably, sharing them with parents at Report Card Pickup. Regardless of how the results go home, teachers are available at Report Card Pickup and during the school day during their prep periods to meet with parents and review data. In addition, the administration is available to review test results with parents as well.

All parents will receive notice in October notifying them of the highly qualified status of their child's teacher. Stevenson School's teachers are all highly qualified. In the event that a class is covered temporarily by a teacher for longer than four weeks who is not highly qualified due to an unanticipated leave of absence, the school will send home written notice to each child in the room.

During the Annual NCLB Meeting in October, the agenda will include the Common Core State Standards, the state and local assessments, NCLB requirements, how parents can monitor their children's progress, and how to work with teachers. In addition, each child has an agenda book to facilitate the home-school connection.

In collaboration with our PAC, we will provide technology literacy training for parents. We are also seeking collaboration with community groups that might offer such workshops and classes such as GED and ESL for parents.

The principal and assistant principal provide professional development to all staff members throughout the year. This PD includes the importance of the

home-school connection in providing our students with the best possible educational experience. Stevenson School is committed to providing integrated services to our students and their families. The preschool teachers hold regular meetings with preschool parents. The kindergarten teachers hold a separate kindergarten Open House and distribute a Kindergarten Parent Handbook. Classrooms of all grade levels encourage parents to volunteer in the classrooms and/or act as chaperones on educational field trips throughout the school year.

To serve our community population, all communications go home in English and Spanish, including a monthly newsletter and school calendar. All communication is posted on the school's website and Facebook page.

**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.**

If we integrate preschool staff into regular, inclusive, and shared professional learning among teachers in both age/grade-level (horizontal) and cross-grade (vertical) planning meetings focused on understanding common standards-aligned, then we will build a shared understanding of common standards-aligned benchmarks and measurements for student development, and provide developmentally appropriate literacy learning experiences for PreK-2nd grade students, and student access to multiple consecutive years of high quality instruction that improves student outcomes to X% by EOY SY22 as measured by [selected NWEA metrics and/or the 5 year vision goals KIDS assessment or other custom measure for 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.**

If we develop quality unit assessments that are standards aligned within departments and course teams, then we will use Checkpoint to progress monitor student growth on standards and analyze student data to provide feedback and inform instructional outcomes which leads to a 10% increase in the percentage students meeting/exceeding benchmark goals.

**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.**

Student data will be continually reviewed during grade-level meetings to assess student achievement results and school practices. The goal is to move from "Emerging" to "Developing" as measured on the Self-Assessment of Multi-Tiered System of Supports (SAM) tool by the end of SY21.

The MTSS Coaches will provide assistance and support to school staff to improve implementation of the MTSS components. By the end of SY21, we expect to have a strategic plan developed for the implementation of MTSS and for documenting that plan in the CIWP. The plan will include ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention, and processes and procedures for engaging in data based problem-solving. The MTSS Team will rely on feedback to determine the Menu of Interventions that are classroom-based and school-wide as well as academic and behavioral. The MTSS Team will also evaluate evidence of the effectiveness of interventions and additional supports by using the MTSS Self-Assessment Tool (SAM) to help set goals for continuous improvement. 100% of teachers will have solid definition of what good core instruction looks like in Tiers 1, 2, 3. We will continue to provide staff development on the Use of the MTSS Intervention Logging Tool for progress monitoring.

We will also continue engaging parents and community members in planning MTSS supports for their students? needs to better align school and home environments.

**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.**

Metropolitan Family Services After-School Grant  
Sustainable Community Schools Grant  
Vision Screening  
Hearing Screening  
Donors Choose  
ELL Title III  
PBIS  
Community Fire Dept - Fire Safety Program

## ESSA Targeted Assistance Program

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## 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 Principal will convene the first PAC informational meeting in September each school year so that parents can review and approve the Parental Involvement Plan and Policy and the Parent Compact. The 2020-2021 school year meeting will be held in September in the parent room. All relevant documents/budget will be shared and discussed with those in attendance. The parents will be invited to edit the plan as needed.

**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**

The school will hold the Annual Title I Meeting in September. The organizational meeting will follow on the same date and all relevant documentation will be shared with those in attendance. Officers for the PAC will be elected and meeting dates/times will be voted on. The school will hold PAC meetings at regularly scheduled dates and times set by the parents and PAC officers. Parents will receive information about the meetings in the school newsletter, through the posting of the agendas at the entrance of the main doors, through the Remind app that parents will sign up for at the first PAC org meeting, through ClassDojo, and through the use of the school marquee.

**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.**

In addition to the PAC meetings, Stevenson School offers BAC and LSC monthly meetings, and through Metropolitan Family services "Cafe Con Leche" for parental involvement. The principal and assistant principal are reaching out to other community organizations to plan parent workshops, parent meetings, and parent and community involvement opportunities. As parents make suggestions, the PAC, BAC, and LSC members will consider them and act accordingly on those suggestions that meet the approval of the majority of the members present.

**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.**

Stevenson School shares student progress reports on standardized assessments as they become available by sending them home with each child, or, more desirably, sharing them with parents at Report Card Pickup. Regardless of how the results go home, teachers are available at Report Card Pickup and during the school day during their prep periods to meet with parents and review data. In addition, the administration is available to review test results with parents as well.

**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.**

All parents will receive notice in October notifying them of the highly qualified status of their child's teacher. Stevenson School's teachers are all highly qualified. In the event that a class is covered temporarily by a teacher for longer than four weeks who is not highly qualified due to an unanticipated leave of absence, the school will send home written notice to each child in the room.

**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.**

During the Annual NCLB Meeting in October, the agenda will include the Common Core State Standards, the state and local assessments, NCLB requirements, how parents can monitor their children's progress, and how to work with teachers. In addition, each child has an agenda book to facilitate the home-school connection.

**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 collaboration with our PAC, we will provide technology literacy training for parents. We are also seeking collaboration with community groups that might offer such workshops and classes such as GED and ESL for parents.

**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 principal and assistant principal provide professional development to all staff members throughout the year. This PD includes the importance of the home-school connection in providing our students with the best possible educational experience.

**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.**

Stevenson School is committed to providing integrated services to our students and their families. The preschool teachers hold regular meetings with preschool parents. The kindergarten teachers hold a separate kindergarten Open House and distribute a Kindergarten Parent Handbook. Classrooms of all grade levels encourage parents to volunteer in the classrooms and/or act as chaperones on educational field trips throughout the school year.

**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.**

To serve our community population, all communications go home in English and Spanish, including a monthly newsletter and school calendar. All communication is posted on the school's website and Facebook page.

### **Policy Implementation Activities**

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

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

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

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

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

N/A

## **School-Parent Compact (Complete)**

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

The Stevenson Learning Community will collaborate and contribute together to provide a safe, supportive, and nurturing environment where every student is career and college ready. Through collaborative planning and examination of data, teachers will develop lessons using the Common Core Standards and implement research-based best practices for teaching and learning.

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

The Stevenson School Open House will be held in September every year. This will provide parents with an informal opportunity to acquaint themselves with teachers, staff, and curricula. The Stevenson School will hold two Report Card Pickup Days during the school year. They will provide parents with a one-on-one opportunity to meet with their children's individual teachers and discuss each child's individual academic progress. Report Card Pickup dates are typically in November and April.

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

Quarterly Progress Reports go home the fifth week of each quarter to inform parents how their children are doing halfway through each quarter. Quarterly Report Cards go home at the end of each quarter and include parent-teacher conferences at the end of the first and third quarters. In addition, agenda books go home daily and contain student progress and homework information. Also, many teachers utilize ClassDojo to communicate with parents on a daily basis.

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

The administration has an Open Door Policy and will meet with parents when available in the office. In addition, parents may schedule formal appointments to meet with administration. Teachers are available during their preparation periods or before/after school by appointment.

**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 are encouraged to volunteer for all special school events and classroom educational field trips. Parents, who wish to volunteer to chaperone a trip or on a regular basis to assist with parent patrol, hallway monitoring, or in the classroom at the request of a classroom teacher, will complete the online CPS Parent 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 check their children's agenda book daily to make sure children complete all homework assignments. Parents will review homework assignments with their children to check for understanding. Parents will listen to their child read aloud each evening for at least twenty minutes to encourage fluency development. Parents will make sure that their children come to school in uniform on time every day ready to learn. In addition to the Principal Newsletter, some homerooms send home Classroom Newsletters. Parents have indicated that these classroom newsletters contain valuable information about what is taking place in the classroom and they have indicated that they would like to see more teachers send them home. Parents have also requested that the school provide parent workshops on current teaching strategies for math concepts and skills used in the classroom.

**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 have the opportunity to participate in decisions relating to the education of their children by attending BAC, LSC, and PAC meetings. They will also attend scheduled and requested parent-teacher conferences and special education staffings as necessary.

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

Students will come to school on time in uniform every day ready to learn. Students will Be Respectful, Be Responsible, and Be Safe. Students will complete all assigned classwork and homework. Students will bring their agenda book to all classes and take it home each evening. All students complete Goal Setting Worksheets to improve their MAP scores.

Students will be able to answer the Four Standards-Based Questions for Learning:

1. What is the standard for this grade level and subject that I am working to master?
2. What is the learning activity that I am doing and how does it help me to master the standard?
3. What will I know and be able to do when I've mastered the standard?
4. How will the teacher assess whether I have mastered the standard?

## 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.**

-Parents will learn how to help their children at home with literacy and math strategies that will help the children have more academic success in school.

September 2020-May 2021

-Parents will be aware of the different issues that their children may be experiencing at school with peers and friends such as bullying, vaping and peer pressure. September 2020-May 2021

-Parents will create action plans to address these issues. September 2020-May 2021

-Parents will have access to different programs, workshops, and online resources to help build their parenting skills. September 2020-June 2021

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$3271.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> 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)	\$3000.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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	<p><b>Reimbursements</b> 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.</p>	\$0.00
53510	<p><b>Postage</b> Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p><b>Software</b> Must be educational and for parent use only.</p>	\$1000.00
55005	<p><b>Furniture and Equipment</b> 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.</p>	\$0.00